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The Reconciliation between the Ideal and Real in Literature*

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At first glance, it seems that there are few things more fundamentally antagonistic than the so-called Idealism and Realism of the present day. As in the conflict between Romanticism and Classicism in the eighteenth century, this antagonism appears not only in the subject-matter but in the form as well. Naturally the Realist selects for his theme the lives of the lowly or the lowly thoughts of the great, while the Idealist loves to dally with the gilded existence of kings and all of their gorgeous train. It is the struggle over again between the old historian and the new. As you all know the badge of the Classicist was the rimed couplet, and the badge of the Romanticist was blank verse. In like manner, the badge of the extreme Realist is prose and the badge of the extreme Idealist is verse, rimed or unrimed. The Realist holds that Nature exclaims to the writer, as Cromwell exclaimed to the artist, "Paint me as I am!" The Idealist would change this command to "Paint me as I ought to be!"—How, then, can two such opposite schools be reconciled? My reply is, By casting aside the errors of each school and blending the truths of each. Then will both schools pass into something more worthy than either which shall take their place.

I am neither a prophet nor the son of a prophet. I cannot hope to solve this

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complex problem satisfactorily. I purpose simply to present for consideration some thoughts on a solution—in other words, as it seems to me. It must be borne in mind, also, that I have not time to qualify many general statements in order to make them accurate; and, therefore, must be judged chiefly by the spirit of my remarks.

Let me first try to disprove a doctrine asserted by many realists and a few idealists—the doctrine that inanimate nature is superior to art. If this be true, of what use is the intellect? If this be true, we must agree with the German philosopher who asserted that consciousness is the mistake of the universe. There is no soul, no feeling in inanimate nature.

"Sublimely pure,
Unpitying and passionless she moves,
Majestic in her known eternity.
From laws unvarying, which gave us birth
And shaped our being to conform with
them,
Her seeming cruelty and justice spring;
And all we see, in her e'er-changing looks,
Of rage or sympathy is but our own
Reflection."

This lack in inanimate nature an artist supplies. He infuses into her veins the red blood of his own individuality—his hopes, his fears, his joys, his god-like agonies. In other words, each great critic sees in every inspired work of art the soul that the lifeless cannot possess.

Another doctrine, which I conceive to be false, is one upheld only by the realists—the doctrine that every thing in life is a fit subject for art. At the beginning, I may as well make my position

clear. I believe that art, like life itself, is selective—that there are many things existing too horrible or too disgusting to be treated by any one other than the scientist. In this regard, Shakespeare excelled the other writers of his age; but even Shakespeare overstepped the mark—notably in the gouging out of the eyes Gloster and in the epileptic fit of Othello; and, for centuries the greatest actors have exerted all of their ingenuity in cutting out such things. Why? Because, as Alexander Bain shows, one of the distinguishing features of the fine arts is that their primary object is pleasure-giving. I disagree with Mr Bain, however, when he asserts that, perhaps Shakespeare should not have written tragedies; and I disagree with our old friend Darwin when he maintains that every novelist who does not end his story happily should be hanged. I balk at this because I know that there is a wealth of pleasure in seeing tragedy upheld by the strong, white arm of poesy, and I know the deep consolation of beholding—not our petty ills—but our own tragic struggles portrayed even by the puppets of the stage. Let me add that I do not believe that any wholly didactic play, poem, or novel was ever truly great. It is true that every work of art teaches a lesson in life; but such was not the design of its creator. To illustrate, Greek sculpture teaches us that a woman with the waist of a wasp is not beautiful; but fancy the result had the sculptors made their wonderful images with the object of teaching reform in dress. When we write for the purpose of imparting a lesson—as Dickens wrote to correct prison abuses, or as Thomas Hardy wrote to prove marriage a failure—we invariably make our main theme colossal and out of all proportion to the other facts of life. But let us be more definite. When James A. Hearne, in his play *Shore Acres*, insisted, against the advice of every member of his company, on having a child's nose cleaned out on the stage, he was as absurd to me

as when he proclaimed single-tax a sure panacea for all financial ills; and the very disgust that you feel for my introducing this incident is a strong argument in my favour.

But let me now endeavor to knock another prop from under the extreme realist. Inspired verse is not artificial. It is, indeed, firmly rooted in the richest ground of our being. Lest I be accused, however, of uttering airy nothings, I shall first call as a witness a distinguished philosopher, Herbert Spencer. In his *Rhythm of Evolution* he shows that evolution, which can scarcely be accused of affectation, marches with rhythmic steps; and another philosopher has proved that the rate of evolution is first from slow to fast and then from fast to slow. It is, moreover, true that, whether poetry came before prose or prose before poetry—a mooted question—poetry came soon enough in the history of our race to relieve it from the charge of artifice. Who can accuse the wild German tribes that swept over Europe of being artificial? Who can call the folk songs of all primitive peoples unnatural? Says Dr Daniel G. Brinton, the American scientist, "Man is by nature a singing animal;" and Tennyson writes, "I sing but as the linnets sing." And, though I am too much of a realist to believe that this is always true of Tennyson, I still see in it a wholesome truth. But let us be more real with the realists. Watch the negroes marching to the beating of a drum; read the rimed advertisements in our street cars; and remember that the very artificiality of the drum and the verse is a potent proof that rhythm and rime appeal to something fundamental in our natures. For the sake of calm authority, however, we must summon Herbert Spencer again. In his philosophy of style he shows conclusively why, because of recurring beats, verse is more powerful than prose. Nevertheless, I prefer to experiment for ourselves. Take the line, "He is thrice

armed that hath his quarrel just" and break the melody—change it to "He that hath his quarrel just is thrice armed;" and we retain the dictionary meaning, but we have lost the emotion of the line. No, my friends, realists can not blot out verse any more than narrow preachers can blot out the stage; for rhythm and mimicry are of the very essence of our life. Lest I be misunderstood, I must add that verse and prose equally have their proper uses; and that Shakespeare, better than any other man, has shown us that variety and the nature of the subject determine the better medium of expression.

The strongest argument against the extreme realists, however, is that no realist in literature is ever wholly real. Why, do you fancy for one moment that the crisp, brief conversations in any of Ibsen's plays occur in actual life? His words are the words of a genius and geniuses are rare. I will not bring against him the charge made even by his disciples—the charge that he is frequently unscientific (for instance, in the development of an unknown disease in *Ghosts*)—for realists do not uphold such errors; but I accuse him of being unreal in every great scene he ever wrote. To give a concrete illustration, the scene between the mother and the preacher in the play mentioned would, in actual life, have occupied the time of the whole production; as every woman knows who has discussed the effect of the plumes on her new hat. Surely, the welfare of an only son is of more importance than the ephemeral laws of fashion.

Is, then, the realistic movement a movement that crushes out all that we revere, without logical reason or worthy result? No. To my mind, it is the most beneficial literary movement since the Elizabethan age, and has produced Ibsen, the greatest dramatist since Shakespeare and a true poet as well. This may sound con-

tradictory to what I already have said, so let us make a still deeper analysis. Broad as Shakespeare is and realistic to a surprising degree, he is still at times weak in construction, insular, artificial, and narrow. Weak in construction? Where? Technically, he has sinned in employing rime in blank verse, which at once dispels the illusion; he has used the illusion-dispelling aside speech and the fact-giving soliloquy; he has introduced the vilest puns into some of his most serious speeches, showing self-consciousness and a loss of inspiration; he has split many of his acts into innumerable scenes which would be disturbing even in a novel where no change of scenery except in imagination would be necessary. But lest you deem these errors slight, let us briefly examine the construction of *King Lear*. The fulsome flattery of Regan and Goneril in the first act would not have deceived the blindest fool; the conscious holiness of Cordelia almost deserved the punishment it received; the parallel plot of Edgar and Edmund is weak in interest; and, according to the elder Salvini (I have this from his son) the climax of the play is in the first curse-scene, and after that all is uphill work. It was only Shakespeare's as yet unequalled genius that could, with these imperfections, have made Lear the most pathetic figure in all literature. And still I hold that the play, great as it is, would have been greater had its construction been as perfect as the best of Ibsen's plays. Parenthetically, I will here suggest that, if you wish to be convinced of Shakespeare's supreme power, read *King Lear* and then read *Le Pere Goriot*, another story of filial ingratitude, by the mighty realist, Balzac. You see I have not time to modulate from one key to another—you must do that for me. Insular Shakespeare also was. Why, after reading his plays one would think that the only country on earth is England. I realize how appealing is such a love-

able weakness; for the biggest liar is ever the biggest patriot and the most beloved. Realism, however, will have none of this, and therein lies one of its corrective forces. Artificial, too, Shakespeare was. Run over in your memory his many elaborate figures of speech on passionate passages, and then recall that no elaborate figure of speech was ever used in actual passion. And lastly, Shakespeare was narrow in the place he assigns to his ideal woman. "My lord, my master, my king" are the words that truly express her attitude toward her mate. Again, realism will not accept this attitude as the proper one; and, ladies, if you will only weigh your husbands, ideal as they may seem, you will all become realists on this one point at least. It is no answer to this accusation to say that such was the opinion of the Elizabethans, for it is not a question of time but a question of truth. Anent this subject, a prominent actress once said to me that, had she been Desdemona—innocent, vilified, and struck—she would have taken a club and cracked the nigger's skull; and I am told that Mary Garden asserted that she hated to play the part of Margaret because it was colourless; and, rant as you may, the true ring of realism can be heard in these two volumes.

Here you may ask, "Are you an idealist or a realist?" I am both; for I believe, as I already have said, that the truths of each school can be blended. But wherein lies this reconciliation? Chiefly in the principle that art is a law of appearance and not of reality—a truth that neither school seems to realize. Why, even a cartoon is more effective when tempered with the possible. Perhaps a better illustration is the make-up on an actor's face. Were he to go before the footlights without paint or powder, he probably would look ghastly. In other words, were he to show his real face the effect would, under the circumstances, be decidedly

unreal and therefore inartistic. Why is it that the modern dramatists have abandoned aside-speeches, fact-giving soliloquies, and change of scenery during an act? It is not because such things are in themselves unreal, but because they appear unreal, and thereby break the illusion which is the basis of all imaginary art. The greatest painting is only paint and canvas, the greatest piece of sculpture is only chiseled marble, the greatest play or novel is only fiction. Their potency lies in their perfect semblance of the real. Employ all of the tricks of brush, of chisel, and of pen; but give me the appearance of reality, is the cry of every idealistic realist.

To those who still doubt the reconciliation predicted, I will say that even now there are strong evidences that such a reconciliation is begun. Hauptmann is not only the greatest realistic-dramatist in Germany but the greatest poetic dramatist as well; and Ibsen who began his career in poetry, hoped, near the close of that career, to be able to write his last play in verse. Moreover there is not a notable poet of to-day whose work has not been influenced and immeasurably improved by Ibsen's realistic masterpieces. As a further proof of my position, let me ask, why is it that some of the greatest realists, like Ibsen and Hauptmann, are also the greatest symbolists, when symbolism requires the highest imaginative power? My answer is because the poetic or ideal in their natures is struggling for expression, and they cannot express it, without seemingly violating their own principles, except in allegorical or symbolic form.

Is it, then, ridiculous to assert in partly borrowed words that, as the ideal and the real struggle to perform the same function, they will eventually integrate. Or taking a broader view, and allowing for the development which must follow fast upon advancing coalescence, we may predict that the ideal and the real of to-day shall pass

into something more worthy than either which shall take their place. It shall be composed of all the true elements into which we have seen each of them can be resolved; but there shall be an absence of logical conflict between thought and thought, between emotion and emotion, and between act and act. It shall address itself at once to the understanding and the sentiment of man, proclaiming an eternal union, from which I believe will spring—perhaps ages hence—a greater poet, a greater novelist, and a greater dramatist than the world has ever known.

The Contribution of Library Science to Efficiency in Modern Business*

Louise B. Krause, librarian, H. M. Bylesby & Co., Chicago

The trend in science and education is towards increasing specialization. Not only have our universities and schools specialized instruction by the creation of many chairs and departments, but other professions share equally in this modern attitude toward knowledge. Whether this intense specialization which marks the present century is altogether a mark of real advancement in civilization, I believe may be an open question. There certainly are some real dangers in the fact that the words "specialist" and "expert" are being used sometimes to cloak a deficiency of knowledge instead of signifying a superabundance of knowledge of any one particular subject; for these words are often used rather to signify that all that a man knows is that particular little end of the subject, which often has been acquired by the shortest possible cut to knowledge, and that he is not qualified to speak with accuracy on any other phase of the subject.

However, we do see real value to the world in genuine specialization, while sounding a note of warning against the variety of ignorance which cloaks itself under the words specialist and expert. I want to emphasize this, because you will

doubtless meet in the business world the term "Expert," and you might in some given situation be discouraged from attempting certain lines of work because you feel you do not grade up to all that you may personally put into the meaning of the term. Do not be frightened by the word, because often its meaning in the business world is quite shallow, and only means what you would interpret as an adequate education along the lines of the service desired, to which has been added some practical working experience.

Specialization has existed for a long time in library work and has been increasing with the growth in size of individual libraries where it has been necessary to assign special people to special departments of work. Specialization, however, in library work has taken unto itself new meaning and force in the last three years, because of the development in the variety of service which books are rendering to different people under extremely varying conditions; for we find that outside of our regularly established libraries, wherever books and printed information are of service, there working collections of material are being established.

The term "special libraries" has come into existence to designate a highly specialized selection of library material serving a limited constituency, and these collections quite frequently exist in rather unusual environment. There are various types of these selected libraries as distinguished from public libraries, among them being libraries in business houses. The word "selected" still applies as a basis of division among business libraries, for we have various kinds of business requiring widely differing information for its successful administration. A few types of business libraries are, libraries in newspaper and magazine offices; libraries in manufacturing plants, and libraries in public utilities companies.

Library work in business organizations has often a two-fold object. One object is to encourage the self-improvement of

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employees, and to furnish them with means of recreation. The other object is what we may legitimately call "specialized" because the library exists to render special expert service to the firm on matters touching company business. It is this phase of "specialized" library work only, on which I wish to concentrate attention, in order to show the contribution of library science to successful administration of modern business.

The subject matter will be discussed under four heads.

1. The function of a library in the work of a modern business organization.
2. Qualifications for successful business librarianship.
3. Some methods of work used in conducting business libraries.
4. The unentered fields of business librarianship—a door of opportunity.

The function of a library in the work of a modern business organization

First, let us get some conceptions of modern business organizations as they exist to-day, particularly those business organizations whose line of work is more or less technical in nature, and let us also get a clear conception of what is meant by public utilities companies. These companies are organized to furnish either electric light and power, gas, telephone, water or street railway service to communities at large. In addition to public utilities corporations, let us keep in mind, scientific laboratories conducted for commercial service, and also manufacturing interests, which are examples of the business organizations under discussion.

There is one aspect of business organization to be commented upon, at the outset; and that is, that there are certain conceptions existing in the minds of some people as to business organizations being purely selfish money-making institutions. There has always existed somewhat of a rivalry or more nearly secret contempt, between men of pure scholarship and men of business. The world

of pure scholarship, we know, as witnessed by the multitude of men and women in educational institutions of our land to-day, has always been underpaid and overworked. These men and women are largely serving knowledge for its own sake, and not because of the wealth it commands in pecuniary compensation. These scholars sometimes look with criticism upon the successful apostles of business with the implication that successful business can only be achieved at the sacrifice of those high ideals of honor and service which animate scholarship. Now, this is a wrong attitude toward business, for many business enterprises are of great service to the world and are conducted in accord with high ideals of justice and honor. What would we do without the telephone, the street car, the electric light, and let us take into consideration that in the main these services are brought to us at the smallest possible expense. True, these companies are making money, but it is being made with justice and honor, and we all recognize the fact that money is the medium of exchange without which neither you nor I can live, and a man is none the less worthy who succeeds in making it honorably.

Possibly you may think that I am dwelling at undue length on this point of the honorableness and dignity of business, but I have a particular object in doing so, for I have a little notion that there exists in the minds of some people that to be a librarian for a money-making enterprise is to lower the high ideals of one's profession and possibly be trading one's birthright for a mess of pottage, or, in modern phraseology a larger salary. If there does exist in any of your minds this notion, let me re-assure you that you will be none the less of a scholar and student or a cultured man or woman because your energies are part of a successful business organization, provided, of course, that the business be of real worth and service to the world. Therefore, keeping clearly in mind that we

are discussing great organizations of worth, in utility management, manufacturing and technical business, I want to make you better acquainted with how such business is conducted, so that we may see the part library science plays in its contribution to the successful prosecution of that business. I shall from this point, be concrete in my illustrations, for the firm which I serve as librarian is similar enough to other business organizations to be considered as a type and it will be a little easier to talk with my own company in mind than to enter abstract generalization.

The business of H. M. Byllesby & Company embraces a number of departments, of which I wish to direct your attention to the following three only.

1. The operating department whose function is the management of the local utility properties under our control.

2. The engineering department, who act as consulting engineers in the designing and superintending of all classes of engineering work. This department designs and constructs electric light and power plants, gas plants, transmission systems, dams for hydro-electric power and other engineering work. The business features involved in our operating and engineering departments will be found constant in all commercial business which has to do with the manufacturing and marketing of products.

3. The examinations and reports department, which makes examinations and reports, audits and appraisals of utility properties, for banks, corporations or individuals.

The operating department is the department of any company which determines the prices or rates to be charged in the successful marketing of the goods which one has to offer, be it plows, electric vehicles or a supply of electricity or gas. In manufacturing companies the question of a selling price for a product, which will net a fair per cent of profit, even though prices of material and labor may fluctuate and competition may enter

into the setting of a price, is a comparatively simple matter, compared with fixing rates for electricity and gas sold to a community.

Public service commissions have been created in many states, whose business it is to supervise the operations and rates of public utilities, in order to regulate the service for the best interest of the entire community served. The creation of public service commissions and their power of regulation over public utilities is all in a matter of process.

The function of the library in serving the operating department of the company is, among various other duties to keep on file full information as to what states have public utility commissions, their jurisdictions and powers, copies of their decisions in questions brought before them, and particularly decisions regulating rates. In this connection the librarian also keeps in touch with the books or magazine articles dealing with the discussion of adequate rates for utility services, both the theory and the practice.

The operating department of the company has, however, other phases of work than the mere regulating of prices to consumers. It has what is called in our company, both a new business department, and a publicity department. The work of these two departments are general factors in all business organizations. The function of the new business department is much larger than the ordinary meaning of the term "new business." The duties of the men in this department are much greater than merely getting people to use electricity or gas. These men constitute a bureau of technical and commercial information. They are really technically-trained commercial engineers. They are able to advise as to what special installation is best for a particular business, and how the best results can be obtained at the smallest price, thus securing both efficiency and economy in the service. These men represent in a larger measure, in the electric light and power and gas fields the

kind of service you get as librarians from a high grade library firm which you may consult as to the furnishings of a new library building which you may have on hand.

The application of electric power to a wide range of industries had lead the librarian to index carefully in a periodical card index, particularly with the new business department in mind, articles on industrial applications of electric power. A glimpse at this card index under the heading "Electric power—Industrial applications," shows electric power applied to the work of bakeries, candy manufacturing, cement mills, coal mines, cotton mills, dairies, breweries, farming, flour mills, ice cream factories, irrigation farming and many other industries. The new business department is not only interested in power data, but is also making a collection of photographs showing the various kinds of machinery run by electric drive in laundries, bakeries, coal mines, etc.

In addition to these photographs, this department also collects photographs of ornamental street lighting, window lighting of stores, and electric street signs of various characters with data as to the size of signs, the number of electric lamps required and so on. This photographic material is organized and handled by the library, from which lantern slides are also made for various uses.

The Publicity department and its work is another phase of the work of the operating department. The publicity department is more than an advertising department, although one of its duties is to supply effective copy for newspaper advertising to the various local utilities under our management and to advise on the style and amount of space to be used, also to prepare attractive posters; in other words, to give companies expert advice in judicious advertising. The all-important function of a true Publicity department is to direct the public policy of the company in promoting harmonious relations between the Utilities Compan-

ies and the public, and to build up the good-will factor in communities where the companies operate. The publicity manager of a company, in a limited sphere he may be called a press agent, is called upon to give the press official statements of the companies' activities, which must always be exact statements of the truth. In the particular company with which I am connected, the Publicity department, in addition to directing the advertising of the company which is managed as has been stated, prepares articles and statements for the press, prints and distributes addresses on the work of the company which are given from time to time by its officers before important organizations, and prepares booklets for the bond department which describe and illustrate properties which the company is financing. The publicity department also prints a mimeographed weekly news bulletin on company business for the information of various departments of the company, and prints and distributes the proceedings of the annual convention of the company.

The library of the company assists the publicity department in the following ways:

1. The library keeps on file periodicals and pamphlets which the publicity department collects and to which it wishes to refer.
2. It keeps a special file of descriptive booklets of various towns and cities in which we are interested. The booklets are generally published by the commercial clubs of the cities, and are useful in giving facts and figures about the industries and facilities of the town and its possibilities of development.
3. The library makes the index and table of contents for the annual volumes of proceedings.
4. The library serves as a general bureau of information for looking up material desired, for example, a list of magazines dealing with window decoration, and even is an authority on verifying quotations or allusions.

5. The librarian also keeps the publicity department in mind in reviewing the periodicals each week, and sends to it any references bearing on the company which is not likely to come to its attention through other channels.

The work of the engineering department typifies the technical work of the manufacturing side of any business organization, in contrast to the operating side, whose duties are those of management and marketing the goods manufactured.

The engineering department is composed of a staff of expert electric, hydraulic, mechanical and gas engineers, with a large drafting department, and its work is to design and construct large engineering works. The library serves it with a small but carefully selected list of books and periodicals, an important selection of government and state reports, geographical and topographical maps, a collection of photographs and a vertical file of manuscript engineering data.

The examinations and reports department comes next to the engineering department in the variety of its needs for library information. The field of its operation is very wide as its title indicates, viz:—that of making examinations and reports, upon the condition, both physical and financial, of utility properties, or reporting upon situations favorable to the development of utilities, for clients, who retain us for this purpose. The science of appraisals, or valuation of utilities, is one of the great subjects of the present day. It is the great question being studied by all public utilities commissions, and I think it is safe to say that the time has not yet come when there are any uniform and accepted standards as to certain phases of valuations. The recognition of the depreciation of machinery and what per cent of income should be set aside for it, the recognition of the intangible elements of going value and good will and other points, all enter into the science of appraisals, which make such work most difficult and of high or-

der. The librarian is constantly on the look-out for material bearing upon the science of valuation and any references of this character are brought to the attention of the manager of the examinations and reports department. The work of an examinations and reports department is not confined to the valuation of the financial or engineering conditions of existing utilities, but also extends into the active engineering fields of determining the worth of proposed engineering projects and the advisability of developing certain water-power sites or enlarging the fields of activity of certain central stations. In this connection the examination requires statistics of the population and growth of cities, bank deposits, post-office receipts, the nature of the manufacturing industries in certain towns, and also involve a study of the franchises of the utilities examined, and any legislation affecting the conduct of the utility; also the study of water, gas and electric rates; the cost of construction and operation of utilities; information on stream flow, mines and mineral resources, as coal and natural gas; cost data of material; cost of producing power in certain communities based on the cost of coal in that community, and so on. On any or all of these subjects, the examinations and reports department is liable at any time to ask the library for information.

I have endeavored thus far to show that the function of a library in a business firm is no ornamental adjunct, but that it is a vital part in the success of the business of an organization. Not only does the library serve the needs of these departments, but it makes possible a central bureau of information which because of its keeping in touch with all departments, knows where to refer for desired information.

(To be concluded.)

"I believe in work, hard work, and long hours of work. Men do not break down from overwork, but from worry and dissipation."—Charles E. Hughes.

Some Recent Tendencies in Children's Literature

Esther Straus, chief of Juvenile department, Cincinnati public library

We will open this discussion by quoting from two authors of children's books. Tudor Jenks describes as follows a visit of the Kind Uncle to the Christmas book fair where he inspects the children's books. "And when it was all through, the children didn't know what to think about anything. So their Kind Uncle bought each of them a large square of old-fashioned gingerbread and a cornucopia of candy and took them home to their mothers. "Well, well," said the Kind Uncle as he trudged away home by himself, "what a confusing, heterogeneous, stereotypical, coruscatingly ingenious and altogether good place to get away from, the Christmas Book Fair is. I do hope the children enjoy it. As for me, I suppose I'm getting to be an old fogey—but I do wish there were not so many books in the world." (*Independent*, v. 52, page 2991-94.) Carolyn Wells says: "The library of a child of to-day might easily contain a thousand volumes, all of literary merit and sterling worth." (*Bookman*, v. 14, page 352.)

And now follow the opinions of two critics. "We have just been reviewing the annual output of books for children. Of the hundreds of volumes that were sent us, the overwhelming majority were obviously rubbish; and of the comparatively few culled out for notice, not one provoked the reviewer to enthusiasm. At best the books were scarcely more than innocuous and tolerable." (*Nation*, 1906, page 551.)

Another critic who inspects the Christmas array writes: "Especially agreeable is the thought which has been given to children's books. The best of the fairy-tales, tales of heroes like Odysseus, Roland and Samson and a quantity of other historical matter told pleasantly, but without gush, besides photographs of the masterpieces

of painting and sculpture, place the elements of culture where a child will not avoid them and make a valuable foundation for later thought and reading." (*Nation*, 1910, v. 91, page 2372.)

We might continue to quote copiously from authors and reviewers, from educators, parents and librarians, and come no closer to an agreement on the subject of the worth of children's literature. There are those who view with approval the increase in the output of children's books, and those who question our right to dignify reading matter for young people, however good, as literature. They alternately praise and disparage. We confess that a retrospect in connection with our labors over recent titles brings to mind frequent provocations to condemn utterly, and many irritating moments of doubt and confusion. Nor did we often thrill at inspired thoughts, nor glow with delight at the skill displayed by the author. Though the following thought may be trite, we express it for emphasis. The major portion of literature as of life itself, both juvenile and adult, is composed of the commonplace. We may judge adult books favorably, disparage them freely, or ignore them wholly, and feel no further concern for the welfare of the grown up reader; but in passing opinion on children's books, the weight of our responsibility for the future reader causes us to quarrel with the commonplace.

"In books and fashions the same rule will hold,
Alike fantastic if too new or old,
Be not the first by whom the new is tried,
Nor yet the last to lay the old aside."

This oft-quoted adage must be interpreted anew for us of the present. It may still be accepted as a recipe for the choice of literature spelled with a capital L; but it dates to the time when books were more or less of a luxury, when "leisure was the reward of labor," and economy the keynote of ex-

istence. To-day much of the old-time labor is performed for us by automatic dish washers, electric irons, vacuum cleaners, fireless cookers, cash registers, adding machines, typewriters, etc ad libitum, and we practice extravagance in our leisure as in our mode of living. We are accused of not taking the time to enjoy the best literature. But then the conditions have changed. A librarian who has seen service for almost 40 years said to me, "I remember well when men and women read two-columned novels, essays and a little poetry. Now they turn to the problem novel, the drama, sociology and science." Books have become a necessity for the adjustment of the individual to his environment.

Just as we no longer look upon education for the young as a "drilling of the mind," but as a "preparation for life," so we no longer consider the book as a literary masterpiece to be conned, but as a tool in the development of the child. The question is no longer asked concerning books for children, "Is this a good book?" but it is worded thus, "Is this book good for this or that child?" The literary critic was at all times prepared to answer the first question; the children's librarian sprang into existence when the second question became general. The duty of the children's librarian is therefore twofold. It devolves upon us to assist in fitting the child for a life-work among men, for citizenship, and also to develop a real love for the best literature which in turn will insure an ennobled enjoyment of the individual life.

Having defined our position as children's librarians, we may again turn our attention to the juvenile book market. A cursory glance reveals that the distinctly fine books are the few time-honored classics. The large remainder, the commonplace, is marked by great variety of subjects treated but by mediocrity in literary attainment. The word classic implies finality so far as our present subject is concerned

visualizing words. It is claimed, how-and we need not refer to it again except as it provides us with a standard. In reviewing the modern book we accustom ourselves to judge individual titles for their content or their form, and then revert into moods. We are pleased, or distressed, or perhaps wearied by an apparent sameness of quality and type.

It is but necessary to chance upon the books that our fathers and mothers read when they were children to become sensible to the constant changes in purpose and atmosphere, in make-up and style. An analysis shows four chief influences at work, and in order to understand the modern book we must know something of the forces that tend to produce it. These we believe can be summed up briefly as: a) The efforts of the educator to study the child; b) The progress of events; c) The ambition of the publisher; d) The ability of the author. They are closely correlated and interdependent, though not always distinguishable in individual titles. But in reviewing the output for a number of years, books may be grouped to show distinct tendencies attributable to them.

a) The efforts of the educator to study the child. It is not possible to do justice to the many phases of pedagogical study that mark the progress of educational achievements. They extend from the individual child to the society in which he lives, and range from the school to the home, the workshop and the playground.

Perhaps no problem is given more concern at present than the teaching of literature and of the English language in the primary and secondary grades. A thorough study is being made of methods, and the results are being embodied in the many volumes that are issued for use with children. Beginning with the primers and readers, it does not especially affect our work as librarians, that the child learns to read by the sight method or the

aural method, by memorizing letters or ever, for recent methods, that the technic of reading is being mastered more rapidly and intelligently than ever before. I heard a teacher remark that her first grade pupils had not only carefully studied the text-book assigned to them for the year; but that, in addition, they had read 40 other primers. Just what the teacher implied by the statement is not essential at this moment, but it serves to show the prevalence of this type of children's book. Another type is seen in the "dramatic reader," which contains specimen plays for little children. It is a resultant of story telling in the classroom. We cite Porter Lander Mac-Clintock in his "Literature in the elementary school," to show the point of view generally accepted: "No observer of children will have failed to notice that in the three or four years lying about the seventh, they have their characteristic hour of social and psychic ripeness for fairy-tales. Upon this point the philosophical deductions of the technical pedagogues coincide perfectly with the intuitive wisdom of all the generations of mothers and nurses. The imaginative activity of the six or seven year-old person coming to school out of the environment of the average modern home is practically on the same level, and follows the same processes, as that of the folk who produced the golden core of folk-tales. The vision of the world physical and social that these tales present, and their interpretation of its activities, is that which is normal to the seven year-old child, and constitutes, therefore, the natural basis on which his literary education begins, and affords his first effective contact with imaginative art."

Not only are fairy tales and myths employed, but the course frequently continues in the upper grades, including the epics and some of the best narratives in prose and verse. Our time permits only a mention of the

minority who condemn the entire movement. Though we may not agree, we quote from "Philistine and Genius" by Boris Sidis, who expresses his disapproval in these words: "We regard the child's mind as a vacant lot, and empty on it all our rubbish and refuse. We labor under the illusion that stories and fairy tales, myths and deceptions about life and man are good for the child's mind. Is it a wonder that on such a foundation men can only put up shacks and shanties?" There is also a more widespread dissatisfaction at the many cheap adaptations of the masterpieces of literature which distort them almost beyond recognition.

Adult books are being reprinted in attractive editions. This movement may probably be attributed to Horace Scudder, who was at one time literary adviser to the firm of Houghton, Mifflin and Company. He believed in separating texts suitable for children, from complete works of authors, and in printing them in large type and in special form. The present varieties extend from such collections as the Riverside Literature series of Houghton, Mifflin and Company designed for school use, to handsomely illustrated special editions.

Turning now to text books on other subjects we find that formerly the student's book was replete with pure facts presented in catechismal manner and designed for memory drill. This was in the days of the rule of the three Rs, and the rule of the ferrule. It is said that this is the day of the rule of the child. The modern student has a book profusely illustrated and planned to suggest related ideas as well as to present essential statements. In addition to the text, the new education requires the use of many reference books and supplementary readers.

The gradual broadening of the school curriculum became the occasion for the increase of children's books on all subjects. The beginning was made when

physics and chemistry were given positions of equal rank with mathematics and languages. Then came the kindergarten, drawing, music, athletics, nature study, and school gardening, and the new titles we are receiving on woodworking, furniture making, bent iron work, sewing, cooking, and house-keeping followed in the wake of the introduction of domestic science into the schools. Then there are also books for the child who wishes to play games or to form a club. The changes in educational methods are directly connected with the growth and extension of factories and the demand for more specialized labor. Each year sees the development of new pedagogical theories, all of them the result of the attempts of educators to adjust their work to new conditions of life.

b) *The progress of events.* The influence of the "times current" can be described best by naming a number of recent books for children on a variety of subjects.

Harper's electricity book for boys	Adams, J. H.
Boys' second book of inventions	Baker, R. S.
Boys' book of model aeroplanes	Collins, F. A.
Boys' book of airships	Delacombe, Harry
Stories of inventors	Doubleday, Russell
Boy craftsman	Hall, A. N.
Boys' book of locomotives	Howden, J. R.
* * * Triumphs of science	Lane, Mrs. M. A. L.
Careers of danger and daring	Moffett, Cleveland
Romance of modern engineering	Williams, Archibald
Romance of modern invention	Williams, Archibald

Children with practical minds will enjoy these instructional books, but the majority prefer to be introduced to new ideas through the illusion of fiction. A large number of recent stories combine emotional and intellectual experiences familiar to children with a few modern situations for a setting. They interest through the ap-

peal to the emotions, producing the impression of a reality wherein the reader can identify himself in the actions of the hero or heroine. A large portion of all that is worst in children's books may be found in this ultra modern fiction, and it is only necessary to recall groups of stories to convince us that their value is ephemeral. Among them may be mentioned the athletic story, the society story, the railroad stories, the college story and the more recent themes embracing thrilling adventures with automobiles, motor boats, airships and wireless telegraphy. These books are up-to-date not only in the plot, but also in the language which is fresh from the street, the vaudeville stage, the nickel show, and the college campus. Fashion also plays a prominent role. A passage is quoted from a book which has been stigmatized as "a girl's story."

"What are you going to wear, girls?"

"I shall wear my red chiffon," said A; "it's most becoming to me; I'm a perfect dream in it, and I shall quite cut out you other girls with our foreign prince."

"Poooh," said B, "he won't look at you when he sees me in my white tulle. I'm the Frenchiest thing in that you ever saw."

"Oh, girls," cried C, "I'm going to wear my light blue crepe de chine. And then we'll be red, white and blue. Won't that be a graceful compliment to the French colours, as well as to our own dear flag?"

Fashionably gowned creatures confront us not only in some of the texts, but frequently parade in the illustrations of the modern book. Fortunately the attempts in new editions and reprints, to make "swells" of some of our old and classic acquaintances have so far been few, and we trust that the good taste of the public and the publishers will prevent their disfiguration. But in speaking of illustrations, we anticipate our next topic.

c) *The ambition of the publisher.* It is a satisfaction to acknowledge the advance in bookmaking, apparent in the work of some of our best publishers. Careful attention is given to style and size of type, to special paragraph-

ing for children, to printing and binding. The illustrations, which are often excellent, consist of reproductions of photographs and drawings in black and white and in color, by some of the world's best illustrators. In make-up the new book is certainly attractive. "But," we hear the analyst say, "the book is attractive because it is made to sell and 'the best way of selling books is to make books that sell.'" Commercialism and competition may stimulate good work; but it is also well known that the best publishers take professional pride in keeping their products up to a high standard, even specializing in certain fields of literature. Their imprint warrants serious consideration for whatever volume they may issue. There are, however, traits of commercialism which, entering into the manufacture of books, do detract from their desirability. One of the most apparent is the prevailing "endless chain" method whereby a story is linked to a preceding one to form a series. Each period in a child's existence is made the subject of a tale, and when these periods are hung together, you may discover that the ages of man are not seven, but "fifty-seven," in number and variety.

The recent quarrel of the publishers of Little cousin books, Little people everywhere, Peeps at many lands series, gave publicity to the keen competition that frequently arises. A good seller almost always has a following, and the public demand frequently tempts the author as well as the publisher, in seeking for monetary returns, to put forth hasty and inartistic products.

And now we reach our final topic, d) *The ability of the author.* "By their fruits ye shall know them." Authors of children's books may be classified for our purpose into those whose work is governed by a defined purpose, or by assignments from publishers, those who cater to the public taste, and

those who write for the love of the art.

The first group includes the compilers, editors and pedagogues. The work of the second group of writers lacks motive or purpose, other than entertainment. Their output reminds us of the endeavors of one of the members of a girls' club who was writing a little play for a special meeting of the club. The scene was laid in a boarding school, the characters were students in the school and the plot had progressed to the point where an essay was stolen for the sake of a prize, and then came the question, "How shall I end it?" "Why choose to write about theft? Is that the usual thing in real boarding school life?" "No," was the answer, "but in a play it's different." Such writers work upon the child's appetite for mystery, adventure, and romance, and lack sincerity.

The third group represents the gifted minority who combine inspiration of thought with excellence of form. There are many who write down to the child's understanding, and in some of the recent stories about children are excellent studies of child life, but being retrospective in character their appeal is to the adult, not to the child. The acme of artistic work is reached when the author becomes so imbued with the spirit of the child that he can transfer his own personality into that of the universal child. With him lies our hope of the future.

And here the American library, following the American citizen, breaks with tradition. "This," it says, "is the use of books—not to make scholars, but to make citizens; not to make book worms, but to make men; not to increase the pride of learning, but to foster that fine humility of spirit which is the first condition to the fulfillment of all wholesome ideals of knowledge and power."—*New York Evening Post.*

The Creed of the Children's Librarian*
Adeline B. Zachert, chief of Children's department, Louisville public library

You have heard it said, "Tell me who are your friends and I will tell you who you are." There are even those who say "Let me see your handwriting, or let me look into your palms or feel the bumps on your head and I will tell you who you are." But we know that neither our friends, nor the lines in our hands, nor the bumps on our heads are true indications of what we are. After all, the real test is: Let me know your thoughts, which shape your beliefs, which in turn make up your creed of life, of work, of play and I will tell you what you are. As a man thinketh in his heart so is he.

The views and opinions we have concerning our work are pretty sure to be an index to the excellence of it. As a rule we do not analyze our creed of work, but there are certain unwritten laws in every profession which if summarized make up the creed. The doctor, the teacher, the lawyer, each have certain standards which they strive to attain. These standards are sometimes called "ethics of the profession." In the profession of a librarian, which covers a wider field than most others, we have more than ethics, we have fixed beliefs and a summary of these beliefs constitute our creed.

The creed of the children's librarian may also be the creed of any librarian who counts children among her patrons. Marion Lawrence, the great Sunday school expert once said: "The elements of a successful Sunday School are three, the teacher, the child and the book. The chief function of the Sunday school is to get the truth of the book into the soul of the child." In its last analysis is not that also the function of the librarian? We are not mere keepers of books which are jealously guarded and reluctantly shoved through a wire grating to the humble

applicant. We have a much wider mission. We should be librarians in a much broader sense; we should be advisors, councilors, teachers and friends. The true librarian must be a missionary at heart. She must believe in the power of books to affect the soul of a child. Her problem is three-fold, 1) Her own equipment, 2) The reaching of children in her community, 3) The choice of books.

One of the first requirements in her equipment is that she be a lady. I thought hard for a word that would express just what I mean here. Don't you remember when as a child you left home to go to a party, mother gave one last little pat to your bows and sashes and then said: "Now, have a good time and remember to be a little lady"? She meant that you should be kind and polite, that you should not be noisy, that your dress should be kept as neat as possible and that you should not do anything which might bring unfavorable criticism to yourself. Now that translated into grown-up ethics is one of the requirements of a children's librarian. She must be an example in dress, in speech, in manner—some one to be looked up to.

The successful children's librarian must know lots of things. She must have a fund of information. She must have a great store of book knowledge. Knowing books is her business. Not knowing them only by their outward appearance as the \$5 a week clerk in a bookstore knows books, but knowing the heart of the book and the people that live in books. The wider her acquaintance among book characters the greater her efficiency. Children rarely know the authors of books, frequently they don't know the title, but they often know by hearsay the people of a book. When, for instance, a boy asks for "that book where a fellow was shipwrecked and lived all by himself till he met a nigger," the children's librarian should know that it is Robinson Crusoe that he wants. Perhaps

*Read before Kentucky library association at Berea college, October 5, 1911.

a mother comes in to ask for a story she can tell her little boy who is an only child and is inclined to be selfish. The children's librarian should know that the story of Prince Herweda is just the story for that little boy. Nor is that all, she must know how to find Prince Herweda. It is found in only two books. One is marked Fa, and the other 372.2. Unless she knows the insides of these books she couldn't find the story. She should know also the books and pamphlets that are library tools. If the call comes for the story of the Seven little kids and three of the books are out, she can turn readily to the indexes and finding list and find other books which contain the story.

But the children's librarian may be a lady, she may know books and yet she may fail absolutely unless she has the right spirit for her calling. The word spirit comes from a root meaning to breathe, to animate, to give life. Unless she has that indefinable something which animates her work, which makes it a living thing, a daily joy, the children's librarian had better resign and enter some other calling the standards of which are not so high.

If she is to do really good work she must be in a happy frame of mind. To be glad that she is in the fortunate position where she not only comes in daily contact with the unfolding minds of children, but where she is the means of guiding and directing to a large extent the mental make-up which aids in the development of their character. It is a sacred trust, that of being a children's librarian. To fulfill it well she must have in her equipment the most important gift of all. She must know and understand children. Mind, I do not say she must love children. That is taken for granted, she must do more than merely love. We all know of disastrous cases where mothers, teachers and librarians love children and do not understand them at all.

By understanding them we mean

that she must know that a child's mind is a growing thing, developing day by day. She must know the landmarks of the growing mind and sympathetically see things from the child's own viewpoint. If a troop of boys noisily enters the library and the spokesman demands a "Story about robbers and caves and pirates and things," she must know that these boys are not utterly depraved little heathen, who must be squelched by superior goodness and wisdom. If she be the right kind of a children's librarian she will know at once that these boys are in the savage state of their mental development, that they are perfectly normal and that the same instinct which sent their barbarian ancestors to hide in caves and slay their neighboring tribes sent these twentieth century boys to the librarian for books which may satisfy their craving for slaughter. She will make use of all her equipment; *Being a lady* she will pleasantly, in a soft tone of voice reply to their requests; *knowing books* she will find Dopp's Cave Dwellers or the Story of Ab and *having understanding* of child nature she will sympathetically see things from the boys point of view. She will by careful suggestion lead them from the wild and "bluggy" stepping stones which they choose to higher planes of literature which *she* chooses and if she is very wise they won't even suspect that they are being led.

Added to the three fundamentals in the equipment of a children's librarian must not be forgotten a sense of humor. Oh, the saving grace of a timely laugh! Sometimes it is an inward chuckle that saves the situation, even the ability to smile so long as we smile *with* and not *at* has its value. It is a well known fact that the library profession provides proportionately the largest number of neurotics. We do not wonder at that, when we hear some of the inane questions asked of librarians, and when we remember that a librarian must be polite under all

manner of provocation and that she is supposed to have at the tip of her tongue a perfectly appalling mass of detail. An eminent neurologist states that a patient in a sanitarium is hopeless only when he ceases to laugh or smile.

Add to the compound of a lady, the knowledge of books, the cheerful disposition, the understanding of child nature, a spice of the precious sense of humor and you have the "makins" of a pretty fair children's librarian.

Her personal equipment may be all that is desired but unless she reaches the children of the community she is not fulfilling her mission. To reach all classes of children is her problem. Her field is wherever children are, whether it be in the school or the playground. Wherever children are gathered together there is the work of the children's librarian. From all these agencies she must endeavor to draw them to the library as a center. She can do this through inviting the children to the library, through informal talks at schools, through story hours at playgrounds, through visits to social settlements, reform schools, orphans' homes, and other institutions.

We have discussed the librarian and her equipment, the children, and how to attract them to the library. There remains the third factor, the book, its selection. That is a large and ever present library problem. Space forbids a full discussion, but there are just a few points that should be remembered in the selection of children's books. Emerson's advice—not to read a book unless it is ten years old—is particularly pertinent in the selection of children's books. A cross Christmas shopper went into a toy shop. She found tops, drums, dolls, jack-in-the-box, but nothing particularly new. "Why don't you get something new in toys," the shopper asked the merchant. "It is not necessary, Madam, the children are always new," he replied. Even so with the books in a children's li-

brary. The children are new and let us be duly grateful. Grimm's fairy tales, Alice in Wonderland, Robinson Crusoe, Little Woman, are still as popular with the juvenile public as they were forty years ago. "But" you say "the older children want new boarding school and football stories." Yes, that is true, there are boys and girls who easily follow the footsteps of their elders in the feverish quest for the newest and most sensational books hot from the publishers press. The wise librarian, however, will remember that she has a position of trust and must safeguard the interests of the library patrons. A bookseller may justify himself in laying in a supply of questionable books. Not so the librarian. It is his business to gain as many dollars as possible. It is her business to see that only books that make character building are placed on the shelves. His is a business, hers is a trust.

A creed is a summary of beliefs. Let us then recapitulate the creed of the children's librarian.

We believe in the power of books to affect the soul of a child. We believe that in order to make the books in a library effective, the librarian must have certain equipment. We believe that she must have

Inate refinement,
Wide knowledge of books,
Understanding of child nature,
Honesty of purpose,
A sense of fitness,
A cheerful disposition,
A sense of humor.

We believe that the field of work of a children's librarian is wherever there are children in the community.

We believe that great care should be exercised in the selection of children's books.

We believe that the profession of children's librarian is a sacred trust and should be so regarded by the librarian and the community.

This is our creed and may we live to worthily uphold it.

Elementary Library Instruction

**Gilbert O. Ward, supervisor of high school
libraries, Cleveland, Ohio**

The term "elementary library instruction" is limited here to any instruction given in the technical use of books and libraries to students under college or normal school grade.

The object of this paper is to review briefly, 1) the reasons for giving such instruction, 2) subjects and some methods suitable for grade and high schools, 3) the part of the public library in giving such instruction.

The subject of bibliographical instruction for school children has become more important in recent years because of changes which have taken place in school methods. Schools now place much less reliance than formerly upon text-books, while on the other hand they require of the student more collateral reading and reference work. This is especially true in courses in English and history; for instance where the high school student formerly studied about Chaucer in a text-book, he is now more likely required to read a selection.

This method while more fruitful in results than the old text-book method presents new difficulties both to teacher and to student. On the teachers part, it is no longer sufficient to assign 10 pages for study and have done with it. References must be consulted and assigned to the students for written or oral report. With the troubles of the teacher however, we shall have nothing to do in the present paper. On the student's part, instead of being able to sit down to a compact account in a single book, he is required to use perhaps a dozen books in the course of a month, to say nothing of possible magazine articles. In fine, instead of a single book, he must use a library. The practical effect of this condition is that without some understanding of the scientific use of books and of the possibilities of either high school or public library, the student wastes his time and finds these studies an increased

burden. The ordinary student is ignorant of how to handle books.

The primary purpose of formal library instruction is clearly then to do away with the friction which hinders the student in his or her work. There is no charm in bibliographical information as such and no excuse for attempting to teach a child merely curious or interesting facts for which he has no natural appetite or use. An example of this mistake is the attempt to acquaint the student with very many reference books, or go deeply into the subject of classification.

The subject of library instruction in public schools conveniently divides itself into two parts, 1) instruction in grade schools, 2) instruction in high schools. I have elsewhere rather full tentative outlines by way of suggestion, and limit myself at this point to more general discussion.

In elementary classes, the subject matter must be simple, first because the needs of the student are simple, and secondly because it is more easily and willingly taught if simple. The subjects which suggest themselves are: 1) The physical care of a book, 2) printed parts of a book, 3) the dictionary, 4) the public library.

The physical care of a book comes naturally first because children have to handle books before they can read them for pleasure, or need to use them as reference helps. The subject is important both to librarian and to school boards because it affects the question of book replacement, and hence the expenditure of public money. Speaking broadly, it is a question of conservation.

The ordinary book, not the reference book, is the one with which the student will always have most to deal; therefore as soon as he is old enough, or as soon as his text books can serve for practical illustration, the important printed parts of the ordinary books can be called to his attention. It should be sufficient to include the title page (title,

author's name, and date), table of contents and index.

The study of the dictionary (the first reference book) should be taken up first with the pocket dictionaries when these are used in class and the children should be practiced in discovering and understanding the kinds of information given with each word. Then, when the unabridged is attached later, the essentials will be familiar, and the mind freer to attack the somewhat complex problems of arrangement and added information, e. g., synonyms, quotations, etc.

After proper care of books, and the use of an ordinary book, and the use of a simple reference book, the next natural step is to the use of the public library. The talk on the public library obviously includes some description of the library's purpose and resources both for use and amusement, a very general description of the arrangement of the books, possibly some description of the card catalog—personally I am somewhat skeptical as to the utility of the card catalog for grade pupils—and finally, possibly an explanation of the encyclopedia.

The instructor for all the subjects mentioned excepting the public library is logically the teacher, because the subjects must be introduced as occasion arises in class. For instance the time for teaching the physical care of a book is when a book is first put into the child's hands. For the talk on the public library, the library itself is obviously the place, and the children's librarian the instructor. Some special methods which suggest themselves are as follows: for the physical care of a book, a class drill in opening, holding, shutting, laying down, etc., rewards for the cleanest books, etc.; for the card catalogue, sample sets of catalogue cards (author, title and subject). The latter method is successfully used by the Binghamton (N. Y.) public library.

In high school, students vary in age from the grammar school boy on the one side, to the college freshman on the

other, and the subjects and methods of instruction vary accordingly. In the matter of bibliographical instruction this greater range is reflected in a closer study of reference tools, including those parts of an ordinary book not taken up in the grades, (e. g., copyright date, preface, peculiar indexes, etc.), the unabridged dictionary, selected reference books, card catalog, magazine indexes, etc. The intelligent care of books can be re-emphasized by an explanation of book structure from dissected examples.

The specific subjects to be taught will vary with the time available, the class of the student, the subjects taught in school and the method of teaching them, and the material on hand in the public or school library.

As to general methods of instruction, these also must vary to suit the subject, the age of the student and the time available. Straight lecturing economizes time but makes the class restless and inattentive. An oral quiz drawing on the students own experience is useful in getting the recitation started and revives interest when interspersed through a lecture. Each point should be illustrated by concrete examples from books themselves when possible, or from the blackboard. The lesson should be concluded by a written exercise, not too difficult, which should be marked. For example, the dictionary might be illustrated from the sample sheets issued by the publishers; and the class should then be given a list of questions to be answered from the dictionary. The questions can frequently be framed so as to be answered by a page number instead of a long answer; and each student should as far as practicable have a set of questions to answer different from every other student's.

If the high school possesses a library, much of the instruction is most logically given there. This saves the time of the class in travelling back and forth from the school to the public library, particularly if the course is an extended one.

But why does the instruction of school

children in the use of books and libraries concern the public library?

Because if children learn to use ordinary books intelligently it means a saving of the librarian's time by her not having to find the precise page of every reference for a child. It means a diminished amount of handling of books. It means less disturbance from children who do not know how to find what they want. Other results will doubtless suggest themselves.

It is not proposed to train the student to be a perfectly independent investigator. That would be impracticable and undesirable. It is simply proposed to give him such bibliographical knowledge as will be distinctly useful to him as a student now, and later as a citizen and patron of the library.

But what part may the public library play in this instruction? It obviously may play a very large part in high schools, the librarian of which it supplies, as in the city of Cleveland. In high schools when the librarian is appointed by the school authorities, it can coöperate with the school librarian by lending speakers to describe the public library, by furnishing sets of specimen catalogue cards for comparison—for public library cataloging may differ from high school cataloging—by lending old numbers of the Readers' Guide for practice in bibliography making, etc., etc.

Where there is no high school library and instruction must be given by the teacher or the public librarian, again the opportunities of the public library are clear. First there are teachers to be interested. English and history teachers most obviously, and department heads of these subjects are strategic points for attack. The subject of course should never be forced and a beginning should be made only with those teachers who seem likely to take interest. In the Binghamton public library before referred to, the librarian contrived to get the teachers together socially at the library, and the plan was then discussed before

being put into operation. In laying the foundation for such a campaign, the librarian should have a simple, but definite plan in mind, based on her experience with school children so that when asked for suggestion, she can advance a practicable proposition.

Finally, under any circumstances, the public library can always be open for visits from classes, and ready to give class instruction in either library or school room as necessity or opportunity suggests. These methods are of course well known. Much informal instruction can also be given to students on using the index of an ordinary book, or the encyclopedia as occasion arises.

Summing up the chief points of this superficial review, we have seen 1) that the change in teaching methods has made the subject of library instruction important. 2) That the subjects of such instruction should be simple, and that both subjects and methods must be adapted to the occasion, 3) and finally that the public library is interested in the subject from a practical point of view and is able to take an influential part in shaping and administering courses.

School Board's Co-operation with the Library

A note from the librarian of the Toronto public library in regard to the establishment of children's rooms shows a very wise arrangement. It is one that ought to commend itself to other cities that have not the means for providing separate children's rooms in branch buildings.

The situation is thus described:

Toronto, as everyone knows, is a rapidly growing city and it seemed to me that there was an opportunity for co-operation between the Board of Education and the Public Library Board in taking advantage of this phenomenal growth. The Board of Education is compelled to furnish educational privileges for the people in the outlying districts, and therefore erects buildings

larger than are immediately necessary. The library cannot give to these people the advantages which people of the older settled portions of the city have. I therefore went to the Board of Education to ask if they were willing when erecting a new school to set aside a room on the ground floor, with a separate entrance, which might be used as a public library branch and be kept open at hours when the school was not in session (as well as other hours). I explained to them that when the district grew to such a point that there was necessity for this room for educational purposes, the chances were that the size of the district would justify us in establishing a branch, and if necessary we would move out of the building. It will be a simple matter then for the Board of Education to close up the separate entrance and use the room for its own purposes. This seemed to command itself to the Board of Education and the Board has authorized the Superintendent of Buildings to consult with the librarian when the erection of a new building in any outlying portion of the community is contemplated.

Normal Training in Library Science

The School has been able to complete its plans for the advanced course in normal training in library science. Negotiations have been satisfactorily concluded with the Brooklyn public library by means of which the apprentice class of that library becomes the practice school for the normal students. This practice teaching will be under the supervision of Julia A. Hopkins, for three years instructors of cataloging, classification and library science at the Drexel Institute library school.

The normal students will study the methods of the Brooklyn public library during September under Miss Hopkins' direction. There will be two apprentice classes a year, beginning in October and in March, that will receive instruction three days a week for

four months. The course will consist of classification, reference work, cataloging, library records, standard authors, both of fiction and non-fiction, children's work and branch library routine. The lessons in these subjects will be prepared by the normal students in consultation with Miss Hopkins and will be conducted by them under his direction.

A circular giving information about the new course will be sent to all who are interested.

Information Wanted

As I am preparing for publication also a Life of William Cobbett, by Lewis Melville, in which there will be an exhaustive bibliography so far as the English editions of his works are concerned, I am anxious to add a bibliography of the American editions of Cobbett.

I should therefore be extremely obliged if any American student of the works of Cobbett could supply me with such a list, and also with particulars of his residence in this country.

As I am preparing for publication a work on the Dibbins, by E. Rimbault Dibdin, dealing more particularly with Charles Dibdin, the song writer, I should be extremely obliged if any correspondents could give me a list of the American editions of his various works.

It appears that in 1784 Dibdin published his opera "Liberty Hall" which contained the song, "A High Mettled Racer." This had an enormous popularity in this country, and a club was formed known as "The High Mettled club."

I should be greatly interested in having any particulars as to the club—its location, its members, and when it ceased to exist.

Address:—

John Lane, The Bodley Head,
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Canadian library movement—The program and preparations for the A. L. A. meeting at Ottawa forecast a most delightful convention. The last meeting, and the first meeting, in Canada saw only the beginning of what is becoming a strong library sentiment throughout Canada, lead as it is by the splendid appreciation of the Ontario Government under the direction of Mr Nursey, who is bringing strength to those who need it and who is working up the rural communities to avail themselves of the library as an integral part of the educational plans of the several communities. The Ontario government is sending 75 delegates to the Ottawa convention, a bit of progressiveness that has not been equaled on this side of the line. This spirit undoubtedly will make the library movement in Canada a more intelligent, a more active and consequently a more effective force than has been seen any-

where before at so early a stage of development.

While this progress is confined at present to the province of Ontario, its locality is just the one that will give it the widest influence since Ontario leads in educational matters as well as in many other things in the Canadian provinces.

A new Chicago library—The University of Chicago as a formal educational institution has borne well its part as a leader in educational matters, not only in the Middle-west but beyond the boundaries of local interest. As a center of library force its history is not so well defined. Were it not for the well-known and often expressed ideals of the late-lamented President Harper as to the important place of the library in the scheme of education, it might have been said, for many years, that the library of the University of Chicago was a detriment to the library movement in the vicinity of Chicago. It was housed inadequately, scantily and in many instances inefficiently staffed, and at no time either in spirit or equipment in a position to render help to the splendid work in library development that has gone on in the Middle-west since the years immediately following the Columbian Exposition.

It was the policy of the institution, however, not to develop its library until what seemed to the authorities, more important matters were disposed of. Thus it was that the University of Chicago approached its twentieth year with its library the most impotent part of the organization, a situation strangely enough in direct contradiction to the firm belief of Dr Harper himself that "the

library of an educational institution might be compared to the aorta, sending out its branches, carrying sustenance to the farthest points of the body."

Evidence of a greater degree of interest in and for the library on the part of the authorities has been seen in preparation for the Harper Memorial library building, though evidence of real appreciation of the force and power of the library itself as an educational organization along well-defined technical lines has not been so plain as could be wished for. Experiment and isolation from the general current have marked the policy of the library of the University of Chicago.

It is to be expected now that the future will see a decided change in the situation which has really been detrimental to library interests, on account of the conditions in the library and the attitude of the University of Chicago on the library question.

The policy of most universities in the class of the University of Chicago has been to aid in the development of a library profession, to give a standing to the library among the other departments of the university, to give to the library a master among his brethren whose knowledge, experience and acquaintance develop that regard for librarianship which secure to him and his department the same freedom, not only in arrangement and organization but in the technical aspect that other departments have.

An institution with the legitimate claims for leadership possessed by the University of Chicago ought to take its place in a great city like Chicago in the front ranks of the library movement. In occupying such a place it would have an

opportunity to do a much needed work, possessed by no other institution and which can not be seized by any other institution in Chicago because of the presence of the University. This can only be accomplished by a liberal financial policy on the part of the trustees toward the library and its work, the systematic organization of a well trained, educated corps of librarians, a reciprocal attitude on the part of the authorities toward library development everywhere, and a sincere desire for progress in whatsoever is for the betterment of conditions within and without the library, at home and abroad.

The colored supplement— Those interested in library work for children will find a helpful adjunct to their efforts in the work of Mrs. Brandt Steele of Indianapolis in her carefully prepared color page for children. While it may not be entirely without the range of possibilities to have the page regularly for the children's room, sample copies occasionally might be obtained and displayed in the children's room of the public library where the attention of teachers and others might be called to the work. Also the attention of the local newspapers might be directed to the idea and they in some degree might mitigate the offensive efforts of the ordinary colored supplement brought before the children in the Sunday papers.

Mrs Steele besides being an artist and a story-writer for children is the devoted mother of three splendid boys. Her husband, the son of the noted Indiana artist, T. C. Steele, shares her antipathy for the colored supplement and is sympathetically helpful in the work which she is doing. This consists in the

preparation of a page each week for the *Sunday Star*. The page is beautifully and artistically colored, with a heading representing the old-time sampler, the motto on which reads, "A page for those who are a few years old and others who are a good many years young."

A recent attractive page was that prepared for May 10, with the beautifully scrolled motto, "The tenth of May is mother's day." The story of "Old Buff" was attractively told and was made up of the bed-time "cheepings" of the little chickens, the substance of which was gathered from the little voices of Mrs Steele's own children. The story is fascinatingly real. Two poems are added, "The Sphinx" by Anna S. Reed, and "Gold and love for Dearie" by Eugene Field, with a quotation from Mary Mapes Dodge, beautifully illustrated,

Birdies with broken wings hide from each other,
But babies in trouble can run home to mother.

These with the illustrations for "Old Buff" with her brood creeping in and out from under her wings, make up the page.

Hamilton Mabie in the *Outlook* for December 30, last, commends the idea most highly. In a letter to the *Star*, Mr Mabie says among other things:

"The success of the experiment is of very great importance for the children of the United States. Mrs Steele's work is extremely well done. She lifts the supplement entirely out of the mire in which it has floundered without taking it so high above the heads of the children that they can not understand or even see it. Her work with the pen and pencil seems to me to be on the level with their normal intelligence and is both artistic and literary. I wish I could do something to lend practical aid to the experiment."

Last Fall, Mrs Steele addressed a letter on the page to the children of Indianapolis, proposing that they plan some books for the Christmas gifts distributed each year to the less fortunate children of Indianapolis. She proposed to prepare the next 12 pages with that idea in mind, the children, later, to mount such pictures and stories as they liked best on cambric, making the books according to directions which she gave, the books to be sent to the centers distributing the Christmas gifts for the poor children. She received some 300 sets of two books each, one of "The Mother Goose fairies" and the other "Aesop's fables." The colored covers were beautifully designed and illustrated and the hearts of many children were blessed not only in receiving but also in giving.

A small collection of the illustrations will be on exhibition at the A. L. A. meeting at Ottawa.

A. Maurice Low, author of "The American people," in his Bromley lecture on "Journalism" at Yale University recently, attacked the comic supplement in the Sunday newspapers, saying that it was responsible in a great measure for the bad manners and rudeness of American children.

N. E. A. library meeting—An opportunity for frank and full discussion of topics common to both schools and libraries will be offered in the meeting of the Library section of the N. E. A. in Chicago, July 8, 11, 12. It is to be hoped that both teachers and librarians will talk to the point at these meetings. This hope applies particularly to teachers.

Only occasionally will a teacher who has been invited to address librarians talk from his own side of the question, or tell what the school wants from the

library, or what the school can give the library; it is almost the universal custom of educationists in speaking before library associations to dwell on the value of books, the process of library service, or point out some beautiful work that has been done by libraries, and to indulge generally, in what, because of familiarity, has become platitudes in the ears of a library audience. Occasionally a school man comes up, with an air of a discoverer, that would do credit to a Christopher Columbus, and tells of an almost universal library practice.

Why not come out plainly and say, "Your message belongs elsewhere," instead of using so much time and effort on both sides that leave the speaker and the audience where they were before the occasion. Is this because the body of teachers in the United States were not library users in the formative period of their student lives, and they do not know that they do not know the aims, purposes and principles that make the public library "an integral part of public education"? If they would say frankly the library fails us in our need because of this, that or the other condition or process, at a time and place where the library workers could and would be able to meet and understand the limitations pointed out, good would come from the conference.

A teacher takes 20, 30 or 40 books from the library for school use. How often does that teacher say to the librarian, this book fails in this particular, this one brings out this point, this one serves a certain purpose better than the other, etc.? The librarian is left usually with no more knowledge of the particular situation than she had before, and is still obliged to generalize in reaching her conclusions or to use knowledge gained elsewhere, under different circumstances, perhaps, and as a result, that particular teacher and that particular librarian are as far apart as ever.

Program-making and Its Trend

"Are programs made or do they grow?" inquired a certain library *ingenue* serving her first program committee. "Both"—would be the true answer.

The fascination about program-making is in direct ratio of the fittingness of the theme to the time, the place and the persons,—both doers and hearers. The task of assembling related subjects, of choosing worthy and inspiring expositors and arranging illuminating sequences falls little short of a creative exercise. A program—just the bare list of subjects—is a more or less artful exposition of a given moment in the history of a profession, of a movement or of a social service, or whatever has called forth the necessity for a program at all.

"I always read the advertisements," said a certain gray-haired newspaper-man no longer militant, "for they are the index of the world's work." By much the same token so should one read programs.

May, June and July—months of national meetings and conventions and a bewildering array of programs,—a welter of "causes," and "subjects," and "movements"—a brilliant kaleidoscopic reflection of social and intellectual ferment. There are meetings not to read whose programs is to neglect a means of grace, if one would gauge the thought of our time as that thought is moulding our national life and ideals. It is a stream apart from professional politics and finance. Through it, self-constituted and self-fed, the broad stream of social and spiritual enlargement which we call progress, flows on. Not legislatures and not governments but man himself for whom they exist, is modified and transformed. So programs grow by what they feed upon. The increased number of organizations, the extended activities of each,—the volume of their membership, the *viva-voce* promulgation of ideas through them, the play of those ideas, whether new or only repeated ones, upon the work of individuals and

groups—make of program-making no insignificant thing.

In two successive years in each of two large educational bodies, it has come to pass that two women, each eminent in her own field—and each pre-eminent as woman—Ella Flagg Young and Theresa Elmendorf have held the leadership in this high enterprise.

How interesting, perhaps instructive, it would be to compare A. L. A. programs, past and present. The A. L. A. program maker of to-day must be catholic and representative, prophetic, and there are all sorts of unities to be observed and relations to be adjusted and businesses to be dispatched. From the simple category of subjects for a three-days session of a hundred members, when the family assembled cosily at one board to be alike interested or alike bored by unlike things—to the highly organized, sectionalized, affiliated, etc., etc., body such as the A. L. A. of today, what a step in 10 years or even in 20 years! Has the number of libraries increased? Have they differentiated in function or discovered new powers or promoted new relationships? Have librarians broadened in interest and improved in technique? become motor?—practical? In all this the program-maker has had a part, a leading part. Who can deny the stimulus? And the trend has been not only toward comprehensiveness and representativeness but toward unity and co-ordination and a truer self-consciousness of the varied functions as well as kinds of libraries.

In these respects the program of 1912 shows a rather signal achievement in the technique of the art. It is tautly built and merits analysis. Altho the number and variety of subjects is, if anything, greater than ever and the number and importance of affiliated and sectional departments no less, yet because of skillful classification and careful scheduling, there is an encouraging air of simplicity quite beguiling, one is not overwhelmed or confused.

One main theme of general interest and of deep significance is chosen for exposition in the general sessions and it is announced by the President in her "Introductory" in definite terms—like the overture to a symphony, so that we are prepared to connect and group about the central thought, all that follows. Each section and affiliated association contributes some fresh aspect to this exposition and their respective individual autonomies being left to develop in independent sessions.

The separate groupings of sessions under the headings of general, joint and independent sessions is a convenience. Also happily business as business is obscured.

So much for the mechanism, but the crowning characteristics of this program is not efficient mechanics but conviction and the aliveness which fresh conviction awards. Here, set forth by the President in one brief page of prologue, we have stated for us the philosophic foundations, the real, the supreme purpose for the being of public libraries:—Universal education, the bulwark of democracy, has been conceived in two parts, and in a measure provision is indicated for them, education for citizenship and education for self-support.

But education which provides for the whole man of every man must provide more. It must take into account the potential creativeness of every man and supply an element of sustenance for voluntary activities. To quote direct

Now the fact that these activities are voluntary implies that they are led by taste, and taste is a mysterious thing. It is the active agent of that inborn, indwelling, often largely unconscious "power to become" with which heredity endows every human being.

To awake, to stimulate, to develop the power of taste is to develop the individual. * * *

In this third need, the need of every soul to find and to follow the interests and activities which bring joy to his soul, because literature is the universal art, with gates giving outward upon all life, the library, the reservoir of all literature, may be the universal, the unfailing resource.

This, then, was the point of departure for the program: should not the library, neglecting no other known service, make very certain that it fulfills its own unique task, that is, to provide and to make known the sources of joy? [creativity].

If this responsibility were accepted, if this task were consciously undertaken, would it not alter the spirit and the method of some library policies?

Since the Bretton Woods conference, we have avowedly been working up to this conviction and preparing for this conscious moment. But until now the authentic, confirming word has not been spoken with such stress that the young librarian is drawn to his feet by aspiration and the "one clear call for me," nor so that the older librarian with gratitude discovers what all his pains have been about and with heart satisfied may sing, "Now Lord lettest Thou Thy Servant Depart."

Almost like an antiphonal response is the keynote struck by the President of the A. L. A. of 1912 to the plea for the constructive "Educational imagination: the value of hypothesis in Education" set forth by the President of the N. E. A. in 1911.

E. C. D.

Dedication of Library Building

The Harper memorial building of the University of Chicago was dedicated with special exercises held in Harper Court on June 11. The dedication was made the occasion of an invitation to all the alumni of the University, and of inviting members of learned societies to be present. A large company of prominent educators from distant and near parts of the country, a number of visiting librarians and scores of former graduates were in attendance. A historical statement of the inception and progress of the building was made by the president, Dr Harry Pratt Judson and a poem was read by Dr Edwin Herbert Lewis of Lewis institute of Chicago. Addresses were made by Dr James Burhill Angell, president emeritus of the University of Michigan, C. A. Collidge, of the firm of Shepley, Rutan & Cool-

idge, architects of the building, Henry E. Legler, librarian of Chicago public library, Dr Donald R. Richberg, president of the Chicago Alumni club, and Dr Albion Small, dean of the graduate school of arts and literature. Dr Small delivered the memorial address on Dr Harper in which he characterizes him as an altruistic autocrat and a force whose influence was still powerful at work, the limit of which can not be measured.

A poem, "The house of the word," by Prof Lewis was a beautiful tribute to the spirit of books and a contribution worthy of place among the noted tributes on the subject.

The library of the University of Chicago in the beginning of the university was a small affair both as to housing and organization. A pathetic fact in connection with the dedication was the remembrance on the part of many present, of the deep and sincere interest which President William Rainey Harper manifested in the progress of library development in the last few years of his life. In 1902, on his recommendation a commission on library building and policy was appointed which at once seriously considered the matter and advanced step by step until the dedication of the building which marks the esteem in which the lamented President Harper was held not only by the University of Chicago but by the community in which he lived, the Alumni of the University and many friends throughout the world.

The report of the Library committee recommended that the library building be made the central unit in a group of nine buildings which would include a building for the divinity school, the law school, the historical and social science group, the philosophy group, the classical group, the modern language group, and the Oriental group. Each of these buildings will contain a department library for the departments housed in it and the buildings are to be so constructed that the reading-room of each departmental library will be approxi-

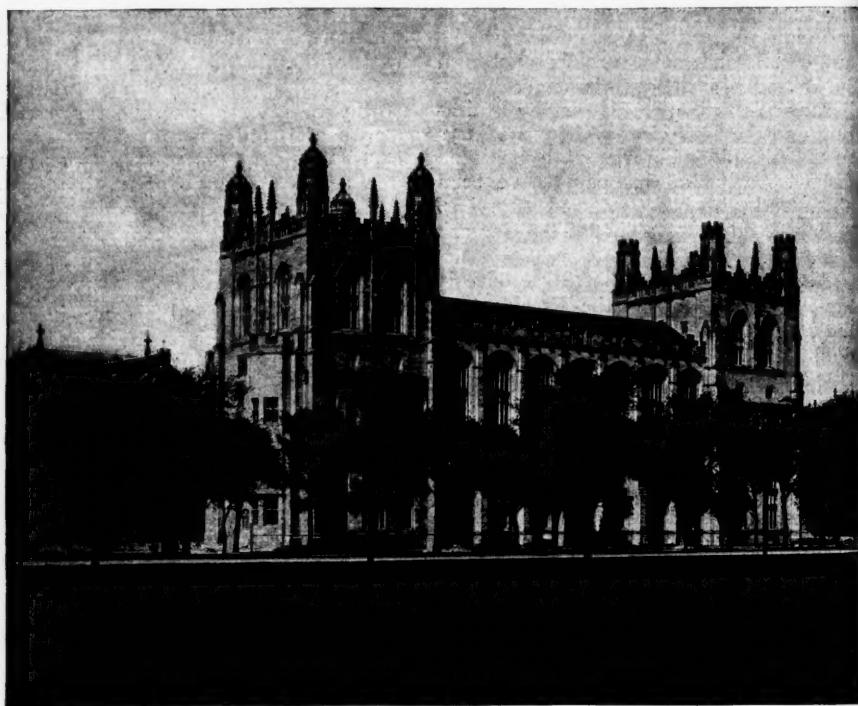
mately on the same level with that of the central building, and in easy communication with it by bridges or otherwise. Tentative plans for all the buildings of the library group were drawn in preparation of the report of the commission.

On the death of Dr Harper in January, 1906, it was decided that a memorial to him be erected in the form of a

endowment fund for the maintenance.

Ground was broken January 10, 1910, the corner-stone was laid June 14, 1910, and the building dedicated June 11, 1912.

The Harper Memorial library is an illustration of English Gothic architecture of the collegiate type. It is not copied from any particular building, but



View from the southwest.

central library building. John D. Rockefeller promised to give three-fourths of whatever sum should be given, up to \$800,000. To meet this condition over \$200,000 was subscribed and paid by over 2,000 individual givers. The total of the Harper memorial fund somewhat exceeded \$1,000,000. Of this \$800,000 was spent upon the building and over \$200,000 was set aside as an

the features of its design have the motives of the buildings of Cambridge and Oxford. The interior of the library is somewhat a departure from the existing library types. The main reading room is on the third floor of the main section of the building. Adjoining it in the west tower is the general catalog and delivery room. General administrative offices and working-rooms of the libra-



Screen at east end of reading room.

ries are on the second floor. Other offices and rooms for special collections are provided in the fourth, fifth and sixth stories of the two towers. Book stacks rest directly on the ground, and are carried independently of the building. The first floor, with the exception of the east tower stack is temporarily given up to classrooms and a suite of offices for the president of the University. Except for space reserved for corridors, the first floor will eventually be occupied by stacks. There are four entrances to the building, three from the north and one from the south. Access can be had from over bridges from nearby buildings. In each tower a passenger elevator and two stairways extend the whole height of the building. There are more than 100 rooms of various sizes in the building. Electric book-lifts run from the lower basement to the upper floor. Pneumatic

tubes connect various parts of the building.

The highest point of the turrets on the tower is 135 feet above the ground. For the stone carvings both exterior and interior and particularly in the great reading-room, representative subjects have been selected with a view to their appropriateness to the building. Among them are the printers' marks of the early printers and coats of arms of some 60 universities, American and foreign. The newly-adopted coat of arms of the University of Chicago has been used in a number of places.

The center court, bounded on the south by the library building, on the east by the Law school and on the west by Haskell museum, will be known as Harper court, in which it is planned to place a bronze statue of President Harper.

Classification of Some Recent Books*

Whatever system of classification we use, whether the Dewey decimal, the Cutter expansive or some more or less elaborate scheme evolved in our own individual brain, we find that after all classification can be only relative and from its very nature must be largely artificial. For this reason all using the same system, often do not apply it in the same way. There are always two or more possible numbers in any scheme for a book, depending on the prominence the author gives one or another aspect of his subject, and so in each case, a choice between these numbers must be made. This choice will depend on various things—on the broadness of the classifier's mind, on the kind of classification he is making, i. e., technical or not, and always on the requirements of his own particular library.

Taking eight or ten books of the past year, all more or less familiar, I shall take the liberty of explaining where they have been classified in the Toronto public library and give some reasons for the decisions.

We have A. M. Simon's "Social forces in American history" which is number 330.9: this number, as all users of Dewey know, is a very hard-worked one, embracing as it does economic and social conditions. The author of Social forces says in his preface that he has attempted "to trace the various interests that have arisen and struggled in each social stage and to determine the influence exercised by those contending interests in the creation of social institutions." He shows how throughout the whole history of the United States, the wealthy class has been a privileged class, but he presages the decadence of capitalism and the ultimate victory of labor. To some classifiers the book may seem to belong to the number 973, beginning as it does

with the discovery of America and tracing its development down to within the last twenty years, but it is the development along social lines rather than his story in the sense of the 900 division of Dewey.

A book giving authentic information regarding the women wage-earners of New York City is entitled, "Making both ends meet; The income and outlay of New York working girls." It is the result of personal investigation into the condition of women workers, made by the two authors, Sue Ainslie Clarke and Edith Wyatt. Three locations for the book occur at once to the classifier—331.83 Dewey's number for Food, clothes and shelter of the laboring classes—331.4 the number for Labor of women and 396.5 a subdivision for employment under Woman's position and treatment. The number we have chosen is 331.4 first, because the book treats the matter from the standpoint of Labor and capital, rather than from the standpoint of Woman, and secondly—and this is a more or less local reason—we wish to keep all our material on labor of women together and this number seems the most general one for such material. I might add that in looking over catalogs received recently from other libraries, I have found the book classed in the three different places I have mentioned. Keeping these numbers in mind, here is Olive Schreiner's "Woman and labor" classed in 396—the title would guide one to the same number as the book we just discussed, but Mrs Schreiner reviews the whole sociological history of woman and her place in the sphere of human usefulness. The book is primarily written for that purpose.

It is unfortunate that a choice must be made between two or three almost equally suitable numbers for a book such as Prof Abbott's "The common people of Ancient Rome," dealing as it does not only with the economic conditions of the ancient city, but also

*Read before Small libraries roundtable at Ontario library association meeting April 9, 1912.

with the language and literature, the occupations and amusements of the Roman people. A chapter is even devoted to the cost of living and he makes us envy the Latin housewife who bought butter at 9.8 cts. a pound and eggs at 5.1 a dozen. We have numbered the book 913.37, the number for social life and customs of Ancient Rome and by giving the subject Latin language and literature as well as Rome, Ancient (Social life and customs), we bring out both aspects and thus enable the reader to find the book in the catalog more readily.

Often the title gives a very inadequate idea of the material within the book and "Good engineering literature" by Harwood Frost is not as the title would seem to indicate, a bibliography of books on engineering, but an outline of the fundamentals of literary expression and the application of them to a special line of work. Further, it shows the relationship between author and publisher, explains the process of bookmaking, etc, and lastly gives some aid to the engineer in the selection and reading of his professional literature. We have located it in 029, Literary methods and labor savers, the numbers suggesting themselves, being 655, which embraces relation of author, and publisher and proofreading, or 808, since a great part of the book is devoted to rhetoric and composition.

Here is a book with the ambiguous title—"What is and what might be." We find it to be simply a study of education in general and elementary education in particular and the number chosen for it is 370.1. Mr Holmes discusses the problems that exist in Great Britain and this book has undoubtedly aroused much interest in that country on the subject of elementary education.

"The great illusion," by Ralph Norman Angell Lane, better known to us under his pseudonym, Norman Angell, is an argument against war from the economic standpoint. The number, 172.4, International ethics, peace and

war, seems to fit it exactly and just as we are putting it on the shelf as quite satisfactorily located, the number 341.3 Law of wars occurs to our mind and we wonder if after all the books does not treat the matter from the economic standpoint, rather than from the ethical. We look over it carefully again—the author attempts to prove that peace is based on material advantage—the aspect is practical rather than ideal and so the classification is changed to 341.3 and a note of this decision is made in our invaluable supplement to the Dewey index.

After classifying "the great illusion," it is a relief to take up a book that falls as it were, into its correct class number at once and such a one "The betrayal" by Lord Beresford seems to be. It is a discussion of the naval policy of Great Britain and the author criticizes severely the administration of the past 10 years. The number for Navy, 259, is, of course, the classification for this very interesting book.

Thus in our day's work we pass from one subject to another, always without warning—from suffrage to socialism, from ethics to engineering—each book a new problem to solve, a new world to explore.

EDNA W. POOLE,
Toronto public library.

Books and other suitable material are no more to a library than a pile of bricks is to a building, or a mob of men to an army. To be effective there must be such arrangement and organization that its great function can be performed promptly and efficiently, without undue cost. But to secure this, neither building, nor methods, nor books, are of such supreme importance as a thoroughly able and well-trained chief librarian.—*Providence Journal*.

What the Public Library Can Do for the High School*

It is not my purpose to enter into any theoretical discussion about libraries nor about library work.

The Madison high school is organized upon the session room plan. We have 18 home or session rooms with an average assignment of 50 pupils to a room. The large auditorium is used for assembly purposes only. There are no common study rooms. Students study in rooms while classes are reciting. When I took up the work in September, 1911, I found the books scattered about the building in the laboratories and session rooms. It was impossible for students and teachers to have access to the bookcases during school hours, however urgent the call. Encyclopedias were carefully kept under lock and key. No one knew what our resources were. The fine public library was but a block away and it was thought that the needs of the library were being well met. Let us look more closely into our situation in 1910-1911 because I feel that our conditions were rather typical:

1. The public library was under the charge of a strong library board and the librarian and her helpers were efficient, conscientious, industrious, and anxious at all times to render excellent service. Much money had been spent in order that the graded schools might have unusual advantages. This was right and proper. But little money had been expended upon the high school. In fact, I think it fair to say that the high school had been neglected. This fertile field was not under scientific cultivation, although the need was fully recognized. The task called for means greatly in excess of those available.

2. In the high school building no provision had been made for a library room because the public library was

supposed to adequately minister to our needs.

3. There was no one person whose duty it was to see that these hundreds of young people were encouraged in their quest for knowledge not absolutely required by the teachers. Many good books and magazines were in the public library spoiling from lack of use. As a rule, the high school teachers did not even use the facilities at hand. Teachers would send pupils to the library for reference work without knowing that the desired information was available. At times a score of pupils would report to the library for work when there were books enough for but five or six.

This unscientific, haphazard, inefficient method produced dissatisfaction on the part of pupils, over-wrought nerves on the part of the librarians, and the blues on the part of the teacher, who was disappointed again and again because pupils came to class with poorly prepared lessons. To sum it all up, our reference work was highly unsatisfactory from the teachers' point of view, meager and inefficient from the librarian's point of view, and a joke from the pupils' point of view. Our pupils were not receiving from the city of Madison the training in the search for truth so essential for aggressive citizenship.

At this point let me say a few words for the teacher we so freely criticise for lack of interest, lack of effort, and lack of appreciation of her responsibilities. In the grades she must teach reading, language, arithmetic, geography, hygiene, history, civics, spelling, writing, nature-study, drawing, clay-modeling, hand work, music, and calisthenics. She must be able to detect contagious diseases, call upon the parents of the children under her care, know children's books and be able to direct the reference work in the library. In the high school the problem is different but equally taxing upon the physical strength of the teacher. Every

*From an address read before Wisconsin Library Association, Janesville, Feb. 22, 1912.

specialty makes heavy demands and it is not fair to expect our teachers to add another specialty to the already too long list.

I desire to be heard also in behalf of the librarians who work so faithfully at their tasks. In the library organization this high school reference work is unprovided for because the librarians and library boards have not looked upon this great field in the high schools as their opportunity and their responsibility.

When a problem of administration is once stated, it is half solved. We had demonstrated our great need. How best could we get aid for the pupils without increasing the burden somewhere else? The first solution considered was: A library established by the board of education in the high school building, in charge of a trained librarian. This had the advantage of being an easy thing to obtain. The board of education would have acted promptly and generously. Deeper study however, reveals the following weaknesses:

1. The board of education and the library board would both be forced to ask for money for high school work from the city council. The request of the board of education would have been granted and additional appropriation for the library board refused.

2. There would be great waste in handling and caring for books.

3. Friction would be apt to develop between librarian of the high school and the librarian of the public library.

3. Two centers would thus be established, resulting in lower efficiency.

This plan was soon abandoned as undesirable but greatly to be preferred to the then existing conditions.

The second solution considered was extremely simple, namely—Petition the library board to establish a branch of the public library in the high school building to be in charge of a competent librarian in the employ of the free library board. The board of edu-

cation to provide room equipment other than books, heat and light.

We based our request upon the belief that it is the function of the public library to take its books wherever readers are to be found.

After much delay a working agreement was made by the board of education with the library board:

1. The free library board was to select the librarian for our reference work.

2. That the school authorities were to be the judges of the efficiency of the service rendered.

3. The books purchased for the high school reference work were to be selected from lists furnished by the principal.

The city council voted an additional appropriation to the free library board of \$1,500, the amount asked for.

The advantages of the scheme may be briefly stated thus:

1. Only one board asking for money from city council for this work.

2. Greater economy in purchasing books.

3. Greater efficiency in the handling of books, repairing, etc.

4. Facilities of both libraries open to school.

5. The needs of the teachers anticipated.

6. Unreasonable demands upon public library reduced.

7. Chance for friction practically eliminated.

8. Children trained to do work at central library, thus tending to create the desired library habit. The amount of actual work done by pupils much increased.

9. Teachers work at much greater advantage.

We are all happy over our privileges. I firmly believe that we have solved the problem. Co-operation between the library and the teacher is an established fact. We have successfully demonstrated, also, our firm belief that

the high school library should be administered by the public library in the city

THOMAS LLOYD JONES,
Principal, Madison (Wis.) high school.

Co-operation in New York

Co-operation between the public schools and the public libraries of Greater New York

The librarians of the New York, Brooklyn and Queens Borough public libraries present the following statement concerning possible co-operation between the schools and the libraries.

The libraries are at present co-operating with all the high schools but with comparatively few of the elementary schools.

In New York City, the Board of Education by maintaining a system of class-room libraries in the various schools of the city is furnishing books to pupils for general home reading, thus doing precisely the work the public libraries have been established to do.

New York City is one of the few cities in the United States where this work is conducted by the Board of Education; in most cities the circulation of such books is through the public libraries.

The Board of Education has now supplied practically every class-room in the elementary schools with a collection of books for general reading. These books have been apportioned without regard to the facilities offered to the same children by the public libraries or to the question as to whether the public library is in a position to supply all the books which the average child has the time or inclination to read in addition to his school studies.

On the other hand the Board of Education has not always supplied a sufficiently large number of copies of a book which an entire class is required to read to furnish each member of the class with a copy, and the pupils of the schools have frequently come to the libraries in large

numbers for the copies which are needed to make up the deficit.

The overlapping of work had its origin in the fact that the library systems of Greater New York were organized about the same time that the Board of Education began to furnish class-room libraries. At the time this work was inaugurated by the Board of Education none of the library systems was strongly enough equipped to supply the needed books.

Work at present being done by the Library for the Schools

1. In each branch library, the branch librarian, children's librarian or a special assistant has general oversight of the work of the branch with the teachers and pupils of the neighborhood. The schools of the region served by the branch are visited and studied and any feature of the library work which seems specially applicable to a school is brought to the attention of its principal and teachers.

2. Traveling libraries are sent to parochial or corporate schools, public day schools, recreation centers or the Board of Education, and all of the public high and normal schools in the city. Traveling libraries are also sent to teachers in evening schools and to vacation playgrounds. In lending collections of books through the traveling libraries to the public schools, care is taken not to include books which should properly be supplied to the pupils by the Board of Education—such as text books for use in connection with definite courses of study, or sets of duplicates for use in the class-rooms or for collateral reading.

The collections sent to the elementary schools number from 20 to 50 volumes and are intended for home circulation. These collections include books on all subjects, and are the same as those supplied to most class-rooms by the Board of Education. This work is decreasing as the Board of Education adds to its own collection. There is no competition, the schools asking for the loan of col-

lections from the library until they can be supplied by the Board of Education.

The books lent to the high schools are sent in response to requests for reading to supplement the collections in the high school libraries. While intended for the use of students, the books are not textbooks but rather special reading and standard literature.

3. The library also provides pedagogical literature for teachers in response to increasing demands. It issues a special borrower's card to teachers which entitles them to take more books at one time than can be taken on the ordinary card. This special privilege is intended to aid the teacher in professional study and improvement.

4. The libraries also send to the schools bulletins of additions to the libraries, lists of books on special subjects and special lists for vacation reading.

The New York public library provides bulletin boards in the schools on which these lists and other notices pertaining to the work of the library are posted.

5. Instruction to classes of school children along well defined lines, all leading to a better knowledge of the library and to facilitate the use of books in their everyday life in school and at home is conducted at the various branch libraries. Classes of school children with their teachers visit the branches in school time for such instruction.

6. Through its children's rooms the public libraries aim to supplement the work done by the schools. These rooms are not open to children during school hours but they afford an attractive and wholesome place for the children of the neighborhood *out of school hours*. They are in charge of assistants especially trained to work with children and thoroughly familiar with juvenile literature.

The public libraries of the city maintain that they now have the necessary facilities to supply to a large extent the demand of the children of school age for books outside of their required

studies, and that the libraries and not the Board of Education should be supplied with the funds necessary to increase the number of books and provide additional assistants required to extend this work.

In conclusion we beg to submit the following recommendations:

1. That the Board of Education use the public library systems of Greater New York to supplement its own work.

2. That the Board of Education provide from its own funds reference books and supplementary reading for school and class-room use, as well as pedagogical literature for the use of teachers.

3. That for instance, where 20, 50 or 100 copies of any book are needed for class work they be provided by the Board of Education.

4. That it be left to the public libraries to supply books for general home reading.

5. That class-room libraries should not be supplied to schools located in the immediate neighborhood of a public library.

6. That where there is no public library in the neighborhood of a school, class-room libraries be supplied by the public library, or, if possible to do so, rooms be set aside in school buildings to be used as public library stations for the distribution of books to people of all ages in neighborhoods not served by branch libraries, these stations to be maintained by the public libraries.

7. That a course of study in the use of books by teachers and children be included in the curriculum of the normal schools.

8. That the institutions concerned carefully consider the question of the distribution of the appropriations made by the Board of Estimate and Apportionment and by the State to the Board of Education so that the latter may buy a larger proportion of books for supplementary reading, and provide for the greater care, preservation and binding of these books; and that the public libraries

may buy a larger proportion of books for circulation among school pupils.

Signed by

FRANK P. HILL, chief librarian,
Brooklyn public library.

JESSIE F. HUME, librarian, Queens
Borough public library.

EDWIN H. ANDERSON, assistant director,
New York public library.

Township Unit in Rural Extension

Recent articles in the newspapers which are said to have come from the U. S. Bureau of Education have spoken with considerable emphasis in favor of the county plan for library extension. All who are interested in library development will undoubtedly welcome from so high an authority in educational matters any statement in favor of the rural library extension idea. It will be unfortunate, however, if any are led by these articles to believe that the county library plan is the best for all states.

In some states the problem of furnishing library service to rural citizens is being solved by using the townships as the unit. This plan, generally speaking, allows any city or town to establish a library and to get support for that library from any neighboring township or townships, as well as from the city or town itself. The library which receives such support gives library service free to all the citizens of the townships that are contributing, and makes the service to them as nearly as possible equal to that which is enjoyed by residents of the town or city.

This plan has the advantage of being very flexible. Every city and town that is the business and social, and perhaps school center of a rural community, can become the library center of the community. That community may consist of all the townships in one county, but in the Middle Western states usually consists of from one to four or five townships.

Where the county library law is in force, the whole county comes into the

one system, except that cities maintaining libraries may come in or stay out as they choose. This means briefly, that all the rural inhabitants must be served from the county seat, but that some cities may remain outside the system and have independent libraries. It would seem to be an unfortunate arrangement, for it would force a farmer to borrow his books from a small deposit station established by a county library with headquarters many miles away, even if there existed an excellent public library in a city only a mile or two from his home.

In the writer's own state (Indiana) there are several counties that now have from three to five good public libraries, many of which have well-equipped library buildings. It would be next to impossible in many cases to convince the people of these cities that it would be a good thing, for the city, to have the public library made a mere branch of a county system. Furthermore, these cities are nearly all logical centers for independent library systems as proven by the fact that they are important centers for business, social and school life. What seems to be needed in these counties is not a consolidation of all existing libraries and the development of one great county library, but rather an extension of service from the established libraries until all the territory is covered. The township is a convenient unit for such extension.

The small library district thus created has the advantage of being easily supervised, and it seems reasonable to suppose that better service can be rendered by a librarian when all of her patrons are only a short distance from the library than when some of them are from twenty-five to one hundred miles away. The actual extension work in such a library district, according to Indiana's experience, consists chiefly of deposit or traveling library stations, situated in school houses, stores, private homes, or wherever they are wanted. A real branch library is not often needed, although the

deposit stations in villages sometimes become almost important enough to be called branches. The central library, with its good librarians, its large collection of books, its reading, club and assembly rooms, is within the reach of all the people and is open to all who care to make direct use of its advantages. One great difficulty with the state traveling library systems has always been the lack of personal acquaintance between the librarian at the capitol and the readers in the country. The same difficulty appears, to a degree, in the county plan. No matter how good the librarians in charge may be, the best of their influence is lost unless the people actually come in touch with them. It is indeed a great thing to put into every county one head librarian who ranks high in the profession, but it may be a better thing to put half a dozen head librarians, who, perhaps, are not quite so high-priced, into half a dozen community centers where they can all make their expert knowledge directly available to the library patrons.

It seems reasonable to suppose that a given amount of money could be made to cover more ground in one library serving all the people of a country than in four or five libraries serving the same population. But it also seems reasonable to suppose that more money will be appropriated when there is a feeling of pride in a local institution than when such interest is entirely lacking. If these suppositions are true, then the librarians in the different library centers will probably be paid better salaries, and will therefore be of a higher quality than the branch librarians in a county system.

There are many excellent things about the county library extension plan as it is being worked out in certain states, but there are undoubtedly many thickly-populated states in which a much greater advancement can be made by the use of a liberal township plan.

CARL H. MILAM.

Indiana Public Library Commission.

Selection of Books

At a meeting of the District of Columbia library association, recently, George F. Bowerman addressed the association on "The selection of books for a public library." Mr Bowerman said the public library must appeal to the whole mass of the people. It cannot do this successfully without a wise selection of books. This selection must be based on a careful study of the population, a sort of intellectual survey of the constituency, and must be made with both the utilitarian and the recreational functions of the library in mind.

In his discussion Mr Bowerman divided the world of books into four classes: books of information or fact; books of opinion or speculation; imaginative or creative literature; juvenile books, a class overlapping the others rather than coordinate. In considering books of information or fact, the first question is that of accuracy. The librarian must be impersonal and non-partisan and must provide the best books on both sides of disputed questions; he may exclude books because of general inaccuracy but not because of the views they uphold. Other questions to be considered are: are the library's resources on this subject already adequate? if not, is this the best book on the subject?—for the latest is not always the best; is it sufficiently popular in treatment to be the best for this library? instead of buying a new book would it be better to duplicate an older title? The demands of advanced students should be met as far as possible, but in general the popular demand should be first supplied.

Books of opinion or speculation must be judged less on statements of fact than on their literary standard, but here again the library must have a fairly representative collection on all sides of disputed political, social and religious questions. In the third class, covering the field of belles-lettres, we must judge books on the aesthetic or purely literary side, but must remember that the library is to furnish recreation as well as education. Important questions are: shall we buy only

classics, or shall we buy all the new and popular books? shall we make our decision rest on literary merit or on the question of morality? The library should, of course, be well stocked with the classics of all times (and there is encouragement in the good circulation which these have), but it should also endeavor to supply the best of our contemporary literature, judging this by liberal standards. Weak and colorless books should, so far as possible, be excluded, and books which are distinctly immoral. Here, too, the librarian should be fairly liberal in his standards, and should try to keep a little in advance of his age. It is necessary to have certain books which must be restricted in circulation. Here there is room for great difference of opinion.

Lack of time prevented the speaker from considering the question of selection of juvenile books. Mr Bowerman closed with a warning to beware of the faddist, who may want the librarian to buy all that was ever written on the Bacon-Shakespeare controversy; of his near kin the propagandist, who seeks to exploit his own religious, political or medical theories; of the booster employed by Jones to ask for his latest novel; of "the Greeks bearing gifts," especially gifts of poems by the author; of voluminous sets or of "rare and valuable private libraries;" of the smooth-tongued and persuasive book agent; of building up a well rounded collection of books no library should lack; and lastly beware of a spirit of dogmatism and finality, and be willing to reverse your judgment if you have been wrong.

The Bulletin of the Rosenberg library of Galveston, Texas has the following to say on the cover:

An educated man is, I take it, one in whom the imaginative faculties, the reasoning faculties, and the observing faculties have all been properly and adequately developed,—developed to such a degree that each becomes a usable tool for accomplishing the work in hand to do.—*Charles Francis Adams.*

National Education Association Library Department program

The meeting of the Library department of the N. E. A. on Monday morning, July 8 and on Friday afternoon, July 12, will be held at the Chicago public library. The meeting on Thursday morning, July 11 will be held in Mandel Hall, University of Chicago.

The secretary of the department will present a list of those members of the N. E. A. which may be considered potentially as being affiliated with the library department.

Ida M. Mendenhall, chairman of the committee on normal school libraries will present, "An outline of a course of library instruction for students in normal schools." Mary E. Hall, chairman of the high school libraries committee will present a statement of "Present conditions in high school libraries throughout the United States" and will offer possibilities for increased efficiency.

At the first session Henry E. Legler, librarian at the Chicago public library, after a brief welcome, will present an address on "Educational bi-products in library work." Julia A. Hopkins will tell of the "Plans and scope of the new normal course" to be organized by the Pratt institute school of library science next year. Mary Ely of Dayton (Ohio) public library will give an address on "The book 'teacher' says is good."

At the second session, July 11, Dr. Arthur E. Bostwick will present an address on, "The educated librarian." Jesse B. Davis, principal of the central high school, Grand Rapids, Mich., will speak on, "The use of the library in vocational guidance."

The session on Friday afternoon will take the form of a round table in charge of Mary A. Newberry, public school librarian, Ypsilanti, Mich., and the following subjects will be discussed:

Course in children's literature, Jessie E. Black, School of education, Chicago University.

Possible course in cultural reading in

high schools, Florence M. Hopkins, Detroit central high school; discussion lead by Mary E. Hall, Girls' high school, Brooklyn, N. Y.

Informal discussion of the following topics will be held:

Charging systems; book duplication and selection; use of bulletin boards; use of school paper to advertise the library; debate work; use of newspaper and periodicals; co-operation with commissions; instruction of teachers and pupils; care of pamphlet material; care of clippings, pictures, and lantern slides; library bulletins which have been found useful, etc.

An exhibit will be on view showing effective means of co-operation between libraries and schools.

Conference on Children's Reading

The seventh annual conference on Children's Reading was held in the Ryerson public library building, Grand Rapids, Mich. on Saturday, May 4, 1912. The subject of this conference was Biography for children and it was planned under the general direction of May G. Quigley, children's librarian.

These conferences have been held for seven years and each year there is a better attendance and more interest. There were nearly 100 present at the meeting in May and the papers and discussion were better than ever. The conference held the people for more than two hours and even then they stood around and discussed the talks after the adjournment.

The meeting was opened by S. H. Ranck, who made some introductory remarks on "Writing of biography," saying that it was an art which many biographers had entirely failed to acquire, but which the French, on the whole, had brought to the highest degree of excellence.

The first talk was given by Jesse B. Davis, principal of the Central high school on the subject of vocational biography. He described how biography is used in the vocational work as it is

done by the Central high school teachers, but he prefaced his remarks by describing what is meant by vocational guidance. It is to help the boy or girl find out just what he is capable of doing. "There are so many misfits in life," said Mr Davis, that we feel we are doing a good deal for his future if we can help him find out his calling." The pupils are encouraged to read many biographies, and to study the lives of men and women who have made a success in life, looking out all the time for the fundamental principles of success as they are exemplified in these lives. What are the elements of character most prominent? What experiences of value are there? Mr Davis knew of different pupils who reported as asking themselves after reading such biographies, "How can I find out what things I must overcome to attain success?" This effort, Mr Davis feels, is of great value in the school work of the Central high school and good results have been wonderfully well brought out through the reading of biography.

Rev Henry Beets took up the subject, speaking on religious biography. His address was most spirited and began by declaring that the boys and girls he knew did not love religious biography and in fact he did not himself when he as a boy and asked the assembled librarians, teachers and parents how many of them could honestly say that they just loved to read religious biography when they were young. But for all this, he declared, that the reading of religious biography would be of great benefit to the young, for it deals with the grandest characters of history, men of ideals and those to whom the vision of life eternal gave a most complete life; and also men whose lives touched history most finely, such as Martin Luther or St. Francis of Assisi, whose lives are wide-reaching in influence and lasting. The missionary biography of the present day ought to interest the young, for it is usually well written and full of the description

of high endeavor and thrilling adventure; and he spoke of the grandest biography, which is that told in the four gospels, which everyone should read. He closed his talk exclaiming "Religious biography! Let us at least try to get our boys and girls interested in it."

A. M. Freeland, Commissioner of schools of Kent county, then took up the subject of patriotic biography. "How shall the love of country be stimulated in the children?" he asked. By knowledge of that country, and knowledge can in no way so well be gained as by the studying of the history of the country through the great men who have made it; not only statesmen but the men whose names are connected with the economic development and industrial life, such as Morse and Whitney. "Boys are greatly interested," he said, "in heroes, military and naval, but they are also interested in work-a-day heroes, the heroes of peace as well as of war. He also advocated most strongly reading the lives of our own pioneers in local patriotism.

The last paper of the afternoon was given by Mrs Elvin Swartout. Her subject, as designated, was "Biography for girls," but she seemed to prefer to take up the subject of biography rather from the mother's point of view, saying, "I know of no biographies for girls, and think it should be considered without discrimination as to sex. The chief interest in her paper was a list of annotated titles of biographies for children which she had examined.

Very interesting discussion followed these papers. Paul V. Stetson, principal of the Central grammar school, said that the Henty books were a great impetus to him in his boyhood days and they gave his reading a turn toward history and biography. He was much surprised to learn that children's librarians in general do not approve of the Henty books on the ground that they are exaggerated and untrue to history. He defended them rather warmly, saying that Henty

paints big and to see his characters one must stand at a distance and get the right perspective. For boys they were just the thing, for Henty wrote for a rose colored age—the age of boyhood. He humorously remarked that most children's librarians had never been boys.

Interesting things in print

A check list of references on city plans was issued in the May number of *Special Libraries*.

A classified list of books for young people has been issued by the Century Company.

A good bibliography of negro education is found in a recent bulletin of the University of Texas, entitled "The education of the southern negro", by W. S. Sutton.

Number 2 of Vol. 7 (April, 1912) of *News Notes of California Libraries* contains a list of pseudonyms of California authors compiled by the California state library.

Newspaper comments throughout the country show general satisfaction with the plan of having a collection of directories of various cities in the public library. The plan suggested sometime ago of exchange between cities is one that ought to have wider acceptance.

The Helena (Mont.) public library has compiled a list of books and pamphlets to be found in the library on tuberculosis.

The H. W. Wilson Company have issued a cumulated volume of *Library Work*, covering a period 1905-1911. This is a volume that every student of library progress should have at hand as a directory to the literature of the subject issued in the period named. It is a matter of regret that the H. W. Wilson Company have decided to discontinue this publication.

Most interesting and instructive is the article by Henry E. Bliss of College of the City of New York in the

Educational Review for April, 1912, on Departmental libraries in universities and colleges. Reprints have been made and no more valuable aid in enlightening members of faculty on this problematic subject could be handed out by the librarians than a copy of this. Every page of the article is full of sound argument not widely comprehended by faculties in general.

A new printing of "A descriptive list of technical books" suitable for public, industrial and school libraries and for both general and technical readers, prepared by a committee of the Society for the Promotion of Engineering has been issued by A. C. McClurg & Company to which a supplementary list of newer books, 1908-1910, selected by E. F. Stevens, Pratt institute, has been added.

Part 6 of the series of the Modern American library economy illustrated by the Newark, New Jersey free public library, is devoted to the art department of that institution. The pamphlet of some 90 pages deals with large pictures, educational and decorative, treated by Miss Gilson and Mr Dana. Definite instruction with regard to ordering, receiving, mounting, cataloging, arrangement, lending and transportation of pictures is given.

The pamphlet is illustrated by some of the choice bits in the Newark collection. Lists of pictures under subjects and suggested usefulness are given. An annotated list of dealers and catalogs is appended. This pamphlet will complete the first volume of the series.

A Shelf of Classics

The City library of Springfield, Mass., has reserved a space in the open shelf room which is attractively labeled "Classics." A word of explanation is attached as follows:

The reason these works are classics is because their inherent interest is so great that it has kept them living and vital through the years that have brought oblivion to hordes of weaker writings.

The explanatory note about the

books in the Springfield Republican says:

Among the books included are that greatest of picaresque novels, "Gil Bias;" the tragic and pathetic story of Abelard and Heloise; Landor's polished and graceful work, "Pericles and Aspasia;" Michael Angelo's sonnets, ranked by Italian critics next to those of Dante and Petrarch; "Æothen," so fresh and spontaneous that it still retains the charm that brought it immediate success with an earlier generation; Borrow's "Bible in Spain," whose deceptive title conceals a racy and vigorous narrative; the memoirs of Cellini, genius and always entertaining rascal, whose frank tale gives a wonderful picture of Renaissance life; the "Little Flower of St. Francis of Assissi," that most winning saint whom popular affection named the little brother of the poor; and Newman's *Apologia pro Vita Sua*, well worth reading, both for its intimate revelation of a soul's struggle and as an example of the best English style.

Help for a Worthy Cause

A personal letter from a college president makes rather an unusual appeal. Though unusual, the appeal is straightforward, practical and worthy of attention from both sides of the question. His ambition is to have a first-class, small college in the South-west with the building as nearly ideal as possible. There will be a group of memorial buildings and one of these is to be a library. The plan of the building is said to be "absolutely unique, making the best possible library for a small college, embodying convenience, capacity and durability." The college authorities would be pleased to correspond with anyone who wishes to contribute to such a worthy object. The idea is to put \$25,000 into such a building and have it named for the donor himself or someone he may desire to honor. Each building in the memorial group will be in itself a memorial for some particular person.

Here is a chance for perpetuating in a good cause the name of some worthy person in a beautiful fashion. Anyone interested may receive further information by addressing PUBLIC LIBRARIES.

Library Meetings.

Colorado—The spring meeting of the Colorado library association was held at Pueblo, Colorado, May 7-8. There were 23 visiting librarians in attendance, representing 11 towns and the local attendance as well as the interest was excellent.

This was the first Colorado library association meeting held outside of Denver where the librarians organized an independent library association last winter, with the idea that alternate meetings are to be held outside of Denver.

Superintendent J. F. Keating of the public schools of Pueblo, welcomed the visitors and was responded to by Miss Baker, president of the association. Chalmers Hadley, librarian of the Denver public library presented the library as "An integral part of the municipality", showing the value of it as such when properly supported.

Miss Hillkowitz, children's librarian of the Denver public library showed the importance of story telling from an educational point of view. She followed her talk with a delightful story from Irving's Alhambra, the "Legend of the Moor's legacy."

The program was interspersed with music and followed by an informal reception.

The morning session on May 8 was opened with a paper on "Some efforts in library extension work" by Miss Tucker, the key note of which was accommodation and the granting of all possible library privileges to all who would avail themselves of the same.

A new constitution was adopted and ordered printed. The legislative committee was empowered to work towards having the state board of library commissioners placed on a more active basis. An interview with the Governor secured his promise to fill the vacancies now existing on the board.

The recital of Miss Wallace of Grand Junction of "The struggle of the country

library to keep going on \$1,200 a year" was a story common to most small libraries. The trouble seems to center in the fact that most small places have Carnegie libraries and have the idea that the required 10% is the maximum amount that they ought to spend for maintenance instead of the minimum.

At the afternoon session Miss Westbrook of the La Junta library read an interesting paper on the "Problems of the small library."

The question box presented an interesting discussion of a dozen or more library questions.

The association enjoyed the hospitality of the trustees of the McClelland public library in a pleasant automobile ride about the city with a luncheon afterwards.

HERBERT E. RICHIE, Secretary.

Connecticut—The spring meeting of the Connecticut library association was held at Niantic on May 22, 1912.

Mrs Frederic H. Dart, president of the Niantic library association welcomed the members of the State association and gave the history of her library. It began with a magazine club, became a subscription library and was made free in 1910. It maintains branches in every school in town and one school branch is kept open during the summer. The services of the librarian are given without remuneration and many friends who work for the joy of working also contribute freely to the library. They have accumulated several hundred dollars for a building fund.

The general subject of the meeting was "The Opportunities of town and village libraries." The first paper on "The East Hartford library and the schools" was presented by Mabel H. Goodwin, children's librarian of the East Hartford library. As compensation for small salaries and limited means generally she mentioned the great advantage which small libraries enjoy in the possibility of close personal relations with library pa-

trons. She told how she secured the co-operation of 52 teachers in bringing the resources of the library to the attention of 1,600 school children in East Hartford. At the beginning of the fall term she has for several years sent letters to teachers urging them to come to the library for help. Her most successful effort, however proved to be a series of teachers' teas given at the library. On these very informal occasions books on education, book lists, children's books, stereoscopes, etc., were displayed, various questions naturally came up for discussion but nothing in the nature of a lecture was attempted. Before Christmas she has exhibitions of children's books suitable for gifts and invites the Motherhood club as well as the teachers. She visits the schools often and is gratified with the teachers' increasing interest and appreciation.

An interesting discussion followed Miss Goodwin's paper. The attitude of teachers to the library varies in different towns. Several librarians reported the sending of cases of books to outlying districts. In one instance teacher volunteers to carry books from one town to another and at Niantic the librarian herself delivers books to district schools. The East Lyme library maintains a branch in a South Lyme school house which has now become a Neighborhood House used also for a boys' club and kept open in summer. In this branch 1,000 books were circulated last year among 200 people. Miss White of New Haven sends a message every month to teachers announcing lists of books, exhibits, etc.

Emma E. Beardsley told "What the Goshen public library is doing." Miss Beardsley knows, for she is doing it,—everything from the hard work of hod carrier to that of master decorator. She says she has been a good beggar and has secured \$950 in invested funds in a town where the population has decreased from 1,734 inhabitants to 675 at the time of the last census. The library, however, has increased from 400 to 3,000 volumes.

Goshen is a hill town far away from a railroad. There is not enough business to keep its young people. Foreigners, mostly French Swiss and intelligent Russian Jews are gradually supplanting the old stock. Miss Beardsley's own effort has developed the library since its beginning 10 years ago in one room in the Town Hall. At first she used her own classifications and an original charging system but changed with much labor to be in accord with the ways of other libraries as she discovered them through the American Library Association catalog which she studied as a veritable Bible, through the help from library conventions, reading lists, etc. She has put her heart and soul into the Goshen library. She knows her books thoroughly and so is able to get the right book to the right person. The genuine enthusiasm and quiet humor of Miss Beardsley contributed greatly to the pleasure of those who were privileged to hear her. It is hoped that she will allow her paper to be printed for the enjoyment of many readers.

Bessie E. Beckwith told of two clubs connected with her library in Rockville. She read a few reports written with characteristic boyish frankness by the secretary of the Young Citizen's club. The boys have been interested in the lives of living scientists, statesmen, and other prominent men, their motto being "No dead ones." For girls from 12 to 16 years of age a Heroine club was organized. Heroines of poetry, including poets from Chaucer to Tennyson have been popular this year. The library is fortunate in having an attractive audience hall where the clubs hold their meetings. Rockville is a small manufacturing city.

Mrs Belle Holcomb Johnson of the Connecticut Public Library Committee opened the afternoon session with a paper on "A Vermont library." Pomfret, Vt. has a population of 700. Its library is not located in the center of population, yet the librarian, Mrs Chamberlain, has made the library a social center. It is

open all week days and undertakes almost every line of modern library work. It even maintains a business men's branch in a small grocery store. Its historical collection is remarkable. The whole story of Mrs Chamberlain's work is told in a pamphlet "A Vermont Library" issued by the Elm Tree Press, Woodstock, Vt.

"Reading for women on the farm" was the subject presented by Martha Van Rensselaer of the New York college of agriculture at Ithaca. She urged librarians to supply farmers' wives with books on better nutrition, sanitation and home environment. Farm women are just like other women. They are busier than some other women however, and so it should be made as easy as possible for them to obtain library advantages. As home makers they desire information which they can use, as for instance a knowledge of household bacteriology, the feeding of babies, household decoration, the proper balance of food. Country life should also be made more attractive to farmers' daughters. They especially need to hear good music and to read entertaining books. Traveling libraries placed in rural schools or grocery stores often create an interest in special subjects which particularly concern rural communities.

Ernest E. Rogers, president of the New London Historical society spoke of the work which libraries can do in preserving relics of local history.

HARRIET S. WRIGHT, Secretary.

Michigan—The Ann Arbor library club held its annual meeting, May 13. The following officers were elected for the coming year: Ethel M. Wight, president; Carrie Watts, first vice-president; Helen Thomas, second vice-president; Frances Adams, secretary; Esther Smith, treasurer.

The year closes with a balance of \$31.89 in the treasury, and a membership of 35.

There have been nine meetings held during the academic year and with the

exception of one meeting at the University library, the club has been entertained at the homes of the members. The October meeting was devoted to reports from the joint conference of the Ohio and Michigan state associations. During the year the following papers by members of the club have been read: The evolution of college and reference libraries, by Mr Koch; Christmas mangers and their relation to the mediaeval miracle plays, by Rachel Rhoades; The evolution of the book and the improvements in machinery used in commercial binding, by Mr Hollands. This lecture was illustrated by lantern slides. Mr Goodrich gave an informal travel talk on his recent European trip. Mr Strom of the Detroit public library spoke to the club of the work and the needs of that library. In February the club was entertained by a Valentine masque which was written and performed by members of the club. The programs have been varied and interesting.

ALICE PERSIS BIXBY, Secretary.

New York—The New York library club was entertained by the Author's club, May 2. The members enjoyed the views of books, prints and other treasures of the club, as well as the delightful hospitality extended.

The last regular meeting of the year was held at the general theological seminary, May 9; President Virgin in the chair. Dr H. M. Denslow extended a welcome on behalf of the seminary, after which routine business was transacted.

The speaker of the evening was Andrew Keogh, assistant librarian of Yale university, who took for his topic, "The Elizabethan club at Yale." He described Yale's special collections, some of which are of national importance, numbering 800,000 volumes, including the collections on congregational history, statute law, English and French dramatic literature, the Japanese, and 5,000 Arabic mss. which is the finest in the country, and stated that the library is

also a depository for the Connecticut academy of sciences and the American Oriental society.

Two new special collections have been added during the last year, the first being the Yale collection of American literature given by Owen F. Aldis, who collected first editions. This numbers at least 6,000 volumes and is unique in autograph letters and photographs and is perhaps the finest in the country. George A. Dimmock of the class of '74 has given the collection of American poetry, about 1,000 volumes, owned by the late Edmund Clarence Stedman.

This collection is surpassed by that of the Elizabethan club. Mr Keogh spoke of the different ways of stimulating undergraduates' interest at Yale by journals, debating societies, clubs, etc., saying that no less than a dozen of the latter had been started in the last twenty years, some of which are no longer in existence. He said the great drawback with these had been lack of a home. Not long since Alexander Smith Cochran of New York, who had been collecting first editions of early English books of the Stuart and Tudor periods for a number of years, offered to give these for a foundation for an Elizabethan club and to provide a home for it. The result was that a house was purchased last summer which has been made into a club house. It opened its doors on December 6 last. The land, house and books were deeded to the club and members and elected in perpetuity. If the club ceases to exist, the land goes to the university and the books will go to the Yale library. It is not a secret society. It is primarily a Yale club. Its object is to promote wider interest in literature in the community and to permit social intercourse. Men may become members while undergraduates above the freshmen class. The focus of the club is the books. It is endowed and there are no dues or fees. It is limited to 20 members from any one class. It has a faculty list of other than Yale men and an

honorary list not to exceed 40. The building contains a general library, a room devoted to standard editions of great writers, an Elizabethan room of special editions, etc. It will publish reprints from time to time. Mr Keogh enumerated some of the treasures which include all of the Shakesperiana of the Huth library, rare bindings, pictures, mezzotints, etc. A list of the members, constitution, books, pictures, etc is now being printed by the Clarendon Press with the seventeenth century type of Bishop Fell.

The following officers were elected for the ensuing year; president, F. C. Hicks; vice-president, M. W. Plummer; secretary, I. G. Mudge; treasurer, H. O. Wellman; four members of the council, Benjamin Adams, Susan A. Hutchison, Dr W. D. Johnston and E. F. Stevens.

SUSAN A. HUTCHISON, Secretary.

New York—The May meeting of the Long Island library club was held at the Jamaica branch of the Queens Borough public library on Thursday afternoon, May 16. This was the last meeting for the year 1911-12 and was in part devoted to the annual reports. The extension committee made the following recommendations which are of interest in showing what may be done in point of service for the Long Island libraries: 1) That the committee co-operate as far as possible, that is, as far as the funds of the club permit, with the State workers in round table work at convenient centers; 2) That the life saving stations be supplied with library service by placing those desiring books in communication with the State traveling libraries department; 3) That work with county fairs be undertaken if the local libraries are found willing and able to take care of the collections of books the club gathers together at the fair grounds.

The following officers were elected for the ensuing year; president, Josephine A. Rathbone; vice-president, Jean Middleton; secretary, Robert L. Smith; treasurer, Benjamin Blackford.

Two interesting addresses followed the business of the afternoon. The first was by Dr F. W. Kilbourne of the Brooklyn public library on the subject of "English dictionaries of yesterday and today." Dr Kilbourne outlined clearly the development of the modern English dictionary from its genesis in 1604, and from his knowledge and experience could speak with authority regarding the scope of and chief differences between four modern English dictionaries: Webster's, the Century, the Standard and the new Oxford English dictionary.

Reverend William F. McGinnis, D. D., of Westbury, L. I., was the other speaker. Dr McGinnis was the founder of the public library at Westbury, which by its progressive methods has taken high rank among American public libraries. In this address the Club had the rare opportunity of listening to a Catholic priest who is a firm believer in the influence and inspiration of public libraries and who showed from his point of view what this influence and inspiration should be. He spoke forcibly and convincingly and held the close attention of all.

Following the formal program of the afternoon, some time was spent socially after the meeting, and in inspecting the Jamaica branch building which contains also the administration department of the Queens Borough public library.

ROBERT L. SMITH, Secretary.

Oklahoma—Four important resolutions were passed by the Oklahoma library association at its meeting at Enid, May 1-2. One favored a bill for a state library commission, another asked for the establishment of a chair in library economy in one of the state institutions of learning, to be determined by the state board of education, to whom it was addressed. The third was the endorsement of a continuance of the summer training school for librarians at Oklahoma City. The fourth endorsed state affiliation with the A. L. A.

An interesting program was presented.

An address by Pres T. W. Butcher, of the state teachers' association, emphasized the demand for practical things in present day education, and libraries were commended for their zeal in supplying material for industrial and technical education.

In an address Mr Southard, president of the Enid Chamber of Commerce, said: "The librarian, more than the teacher or preacher, can counteract the tendency toward the deification of the uncouth in our Western civilization."

"Some standards of judging books," by Mrs J. A. Thompson, of Chickasha, named Beauty as the basic principle of literary production, giving an analysis of the elements of beauty in recorded thought. The responsibility resting on librarians and book committees was pointed out, and the need for careful preparation for the duty of book selection was emphasized.

The officers elected for the ensuing year are: President, Jane Abbott, Normal school, Alva; first vice-president, Mrs R. M. Funk, Shawnee; second vice-president, Mrs Cora Case Porter, Oklahoma City; secretary, Mrs J. A. Thompson, Chickasha; treasurer, Cora Miltmore, Stillwater.

Pennsylvania—The last meeting of the Pennsylvania library club for the season of 1911-1912 was held in the auditorium of the H. J. Widener branch of The Free library of Philadelphia, on Monday evening, May 13, 1912.

After the transaction of routine business, the election of officers for the year 1912-1913, resulted as follows: President, Ernest Spofford, Historical society of Pennsylvania; first vice-president, Dr Cyrus Adler, Dropsie college; second vice-president, Sarah E. Goding, Free library of Philadelphia; secretary, Jean E. Graffen, Free library of Philadelphia; treasurer, Bertha Seidl Wetzell, Library Company of Philadelphia.

The president, Dr Edward J. Nolan, expressed his appreciation of the generous support accorded him during his

term of office by the club. Dr Nolan's talk on "Keeping a journal" proved most interesting and amusing, as he read extracts from journals which he had kept on several trips abroad, before the days of picture post cards; one journal, of special interest to librarians being an account of the A. L. A. trip to Alaska.

The informal reception held after the meeting was as usual one of the features of the evening, 150 persons remaining for it.

JEAN E. GRAFFEN,

Library Meeting in New Zealand

At the third annual conference of the Libraries association of New Zealand, the technical questions were set aside for a separate meeting and the topics of general interest received special attention in the general meeting. The organization of public libraries, their claims upon the government for support, the extension of their usefulness as instruments of public education, occupied general attention. The main note of the meeting was to promote the usefulness of the library and to enlarge the appeal that it makes to the public. There was an address on the work of the National Home Reading Room and its valuable service in England and Australia in directing, stimulating and systematizing the taste for serious reading among affiliated groups working on their own lines under the guidance of a central executive board which can be relied upon for advice from the very highest authorities on their respective subjects.

The president, Mr T. W. Leys, in his address urged that the grant from the government, which has been a fluctuating sum, could be more profitably applied if its administration were entrusted to a central board. This advice was afterwards embodied in a motion asking for the appointment of a permanent library commission to promote the establishment of country libraries and to organize and supervise the supply of books to school libraries. An experiment is being tried

in the public schools of Wellington, New Zealand, in supplying one school with a library for the free use of the children in the hope that its success will lead other schools to be similarly equipped.

A. L. A. Notes

For those who would be interested in a pre-conference reading the following material relating to the former A. L. A. meeting in Canada are given:

PUBLIC LIBRARIES 5:200-1, 248-250, 267-305.

It is to be remembered that the temperature in the northern climate is lower than at home for the most part, and therefore warmer clothing may be necessary, particularly on the St. Lawrence trip.

The Chicago public library will be represented by 20 members of its staff, the largest number that has ever gone from that library.

The public library of Toronto will be represented by the chief librarian, the chairman, secretary-treasurer and one other member of the board of trustees, two members from the reference department, two from the cataloguing department and one from the circulating department.

The members of the Executive board and Council of the A. L. A., have by virtue of their office, a seat in the sessions of the A. L. I. and a voice in the discussions. The constitution of the A. L. I., adopted 1906, provides this.

The constitution has not been changed though the constitution of the A. L. A. has been, since then. The Council of the A. L. A. is now made up of the Executive board, former presidents of the A. L. A., presidents of affiliated societies, 25 members elected by Council itself, and 25 members elected by the association. It is probable that an effort will be made to amend the constitution of the A. L. A. striking out that part which provides for the election of 25 members by Council itself.

A Course in Library Economy

The Western Illinois State normal school has a prescribed course in library economy given during the first six weeks of the junior year. A special certificate in library economy is given for post-graduate work.

The special certificate in library economy is based upon 35 hours a week for one school year, of practical work in the Western Illinois state normal school library, graduation from the Western Illinois state normal school or equivalent, with a standing of not less than B in the prescribed course in library economy being prerequisite to admission to this course.

The candidate for this certificate shall:

- a. have charge of some particular department of the library work—e. g. circulation, receiving of periodicals, binding—and be responsible for the work assigned.
- b. have practice in all phases of the routine of library work—selecting of books, ordering, receiving, classifying, accessioning, cataloging, including both classed and dictionary catalogs.
- c. have practice in reference work through assigned problems, involving use of general and special reference books, through finding material for practice teachers and other students in the school, through assisting in finding material for debates and other work of the literary societies of the school.
- d. have charge of and be responsible for the order in the reading room and for the general reference work during at least one busy study period each day.

The regular course presents the different processes whereby the books are entered on the records of the library. In addition there is a study of the care of periodicals, binding and reference work.

The object of the course is not so much to make librarians as to give an intelligent grasp of the power of the library to the teacher students in the normal school.

Library Schools

Carnegie library of Atlanta

The graduation exercises of the Library training school, Carnegie library of Atlanta, were held in the class room June 1. The graduation address was of a most inspiring nature and was delivered by Miss L. E. Stearns, of the Wisconsin library commission. The certificates were delivered by W. B. Disbro, president of the Board of Trustees of the Carnegie library of Atlanta.

The class of 1911-1912 is the sixth to graduate from the library school, which has now 71 graduates. The nine graduates of this year's class have each secured a position.

Lucile Virden, of Talladega, Alabama, 1908-1908, has resigned her position as assistant librarian of the Alabama Polytechnic institute, and was married on June 18 to Charles James Faulkner, Jr., of Boydton, Virginia.

Inez Daugherty, 1907-1908, will be married at her home in Jackson, Georgia, June 29, to Duncan Burnet, librarian of the University of Georgia library.

Carnegie library of Pittsburgh Training school for children's librarians

The School closed for the spring term on June 11, and opened for the summer term on June 19.

A course is being given by the lecturers from the Pittsburgh Playground association as a preparation for the student practice work in the summer playgrounds. Miss Corbin, supervisor of Playgrounds and Playrooms for small children, lectured on May 29 and 31, on "A study of play periods" and "The responsibility and opportunity of a city in the play life of its children." On June 1, Mr Ashe of Ormsby Park lectured on "The management of an individual playground." Mr Black of Lawrence Park field-house lectured on "Playground organization" on June 19. The last lecture in the course will be given on July 10 by Mr LeFevre of Washington Park field-house on "Social

aspect of the playground and social settlement work."

The junior students are now scheduled in the summer Playgrounds on Tuesday and Friday mornings of each week.

Franklin F. Hopper, librarian of the Tacoma public library visited the school on June 1, and gave an interesting lecture on "Northwestern libraries."

Lutie E. Stearns, of the Wisconsin free library commission lectured on June 3 and 4. Her subjects were "The library militant," "The library's place in a social survey" and "Some western phases of library work, with personal experiences."

Anna A. MacDonald, consulting librarian of the Pennsylvania free library commission, lectured on Commission work in Pennsylvania on June 10.

In connection with the course in social conditions, the senior class have visited the H. J. Heinz Co., the Pennsylvania State Reform School at Morganza and the Armstrong Cork Factory.

The first examinations for the entrance to the school for 1912-1913 will be held on Tuesday, July 9th.

Drexel institute

The last library visit of the year, and one of the most enjoyable, was that of Friday, May 31, to Princeton and Trenton. After a morning spent in seeing the treasures of the university library and the beauties of the university buildings and campus, the class was given the freedom of the Trenton free public library, and entertained at luncheon there. Several of the party finished the day by a ride down the Delaware to Philadelphia.

The events of commencement week began with a class picnic on the banks of the far-famed Wissahickon on Monday afternoon. Preceding the president's reception on Tuesday evening, a successful alumnae reunion was held, presided over by Mrs. Warner, the time being all too short to hear the reports of the "old grads."

The Library school contributed a library farce as its share of the class night program on Wednesday.

On Thursday morning, at the general commencement exercises, certificates were given to 15 students, and after a farewell luncheon with Miss Donnelly at Hamilton Court, the class of 1912 broke up, pledging themselves to start a round-robin in the fall, and to "meet at A. L. A.'s"

Members of the class have been appointed as follows: Beatrice M. Abbott, assistant, Clark University library; Elizabeth J. Amory, assistant, New York public library; Anna W. Detweiler; assistant, Columbia University library; Margaret Farr, assistant, Tompkins Square, New York public library; Helen R. Shoemaker, assistant, Bryn Mawr College library; Izette Taber, assistant, Public library of Cincinnati; Elisabeth Bevan Tough, Kansas City public library. Entrance examinations for 1912-13 were held Friday, June 7.

Graduate notes

The class of 1910 reunion preceded the alumnae reunion in the form of a dinner given by Louise Keller at her home.

Marguerite Connolly, Drexel, '11, will have charge of the apprentice class which the Free library of Philadelphia plans to form in the fall.

Isabel DuBois, Drexel, '11, has accepted the position of branch librarian in the Public library of Fort Wayne, Ind.

Mrs Cassandra Warner, Drexel, '09, will give the course in reference work in the summer school library class at State College, Pa.

Members of the Drexel alumni who attend the Ottawa conference are reminded of the Library school dinner, on Sunday evening, and are asked to notify Mrs. Warner or Miss Donnelly, Chateau Laurier, of their presence at the meeting immediately upon arrival.

JUNE RICHARDSON DONNELLY.

University of Illinois

On June 13, at the annual commencement exercises of the university, the degree of B. L. S. was conferred upon students who had completed the two year course in the Library school. The total number of persons who have received the B. L. S. degree from university of Illinois is now 219.

Assistant-professors Simpson and Price are spending the summer in Europe and expect to be present at the annual conference of the British Library association in September.

The last meeting of the Library club took the form of a picnic, held in the University Forestry tract, on the afternoon and evening of June 1. About 60 members of the library staff and students in the school were present.

Alumni notes

Ethel Bond, B. L. S. 1908, has resigned her position as cataloger of the Ohio Wesleyan university library to accept a similar position in the University of Illinois.

Fanny Noyes, 1911-12, has been appointed catalog assistant in the Newberry library, Chicago.

Sabra Stevens, 1911-12, has been appointed reviser in the University of Illinois summer library school.

Ethol Langdon, B.L.S., 1912, will return to her work as assistant librarian in the State normal school library at Kearney, Neb.

New York public library

The lectures of the last two weeks have been those of Dr W. H. Allen, of the Bureau of Municipal Research, on Efficiency in libraries, and of Mr Chivers, on Historic book-binding. Miss Goldthwaite, of the staff, gave an interesting account of the work for the blind, as carried on in various large libraries.

The final week's programme of the school included the following functions: a picnic supper in the school class-room given by the students in honor of the

Faculty; the presentation of certificates by the Director of the library on Friday morning, June 7, and a luncheon tendered to the faculty and students by the president of the class, Miss Tiemann. Twenty-five students received certificates and four who have been prevented from doing full work this year will receive them later. Eleven students will remain with the library during the summer; and 20 or more have applied for the work of the second year.

Examinations were given on June 11 in New York City and 18 other towns and cities to 68 applicants, while 48 applicants for probation will be examined on the same day, chiefly at the school. Nine library assistants are applying for partial courses, and 10 of the probationers admitted during the past year are expecting to join next year's class, having passed off all conditions.

An error occurred in our last notes, in assigning Italian to the course in administration. It will be given with the other two courses.

MARY W. PLUMMER,
Principal.

New York state library

A considerable number of bound volumes of library periodicals from the library of the late A. L. Peck, for many years librarian of the Gloversville (N. Y.) public library has been given to the State library, for the use of the school, by his daughter, Harriet R. Peck, '04.

The lectures by visiting lecturers recently given are as follows:

May 21. "Branch library work," by Mary Casamajor '01, librarian of the Prospect Branch of the Brooklyn public library.

May 28. "Librarian's books," by Henry W. Kent '09, assistant secretary of the Metropolitan museum of art (New York City).

May 31. "Administration of the Utica public library," by Caroline M. Underhill '89, librarian of the Utica (N. Y.) public library.

June 11. "Artistic bulletin making," by Royal B. Farnum, inspector of drawing, New York State education department.

June 5 and 13. "Local history and genealogy," (2 lectures) by Mrs I. H. Vrooman,

formerly in charge of the genealogical collection of the New York state library.

Among the more important changes noted in the 1912-13 Circular of information are the following. Miss Dame will continue her elective course in advanced cataloging, laying particular emphasis on difficult author and subject headings, the use of cataloger's reference books, and the cataloging of foreign books. Miss Fellows will give a second elective course dealing with the theory and practice of classed catalogs, and a comparative study of the more important codes of catalog rules. Miss Ada Alice Jones will be unable to give any time to instructional work on account of the great amount of work connected with the new catalog of the State library. Miss Hunt, of the Brooklyn public library, will be in general charge of the course in library work with children, while Miss Smith of the order section of the State library will take the course in order work now being given by Mr Vitz.

The last examination of the year was scheduled for the morning of June 26, to permit any students who may desire to do so, to attend the A. L. A. meeting at Ottawa. Mr Wyer made an informal commencement address to the school on the afternoon of June 25.

F. K. WALTER.

May Childs Nerney has resigned her position as reference librarian in the Free public library of Newark, N. J., to become secretary of the National association for the advancement of colored people. Moorfield Storey of Boston, is president of the association and Oswald Garrison Villard, chairman of the board of directors.

Pratt institute

Commencement this year is of especial interest, as Pratt institute celebrates the twenty-fifth anniversary of its founding. An effort has been made to secure the attendance of the largest possible number of graduates for the alumni dinner, when for the first time the alumni of all the departments will be gathered together. The library school

is most gratified in having the largest proportional representation of graduates; one-fourth of the entire number graduated from the school expect to be present at the dinner on June 15.

A very delightful postscript to our Washington trip occurred on May 22 when we had the pleasure of a lantern slide lecture from Albert Hale, of the Pan American Union, on the subject of "Latin America." Mr Hale showed the party over the building of the Union, and was so pleased with the interest displayed by the class that he offered to give them an illustrated lecture on the occasion of a visit to New York. The lecture was both interesting and instructive, and Mr Hale said that he was more than compensated by the fact that in the libraries in this country there would be at least twenty-five workers with a broad and intelligent interest in South American affairs.

The class visited the book-jobbing establishment of the Baker & Taylor Company in New York on May 24, where they were shown the details of book-ordering from the business side. Charles Scribner's Sons' book-store was also visited, where, in addition to receiving an explanation of the library department of Scribner's the students had the pleasure of examining many rare books and beautiful bindings.

The school-year just drawing to a close marks its successful termination with the graduation of the entire class of 25, all of whom will receive their certificates on June 18. The following members of the class have received permanent appointments:

Lila Bower returns to the Omaha public library to be in charge of the traveling library work.

Gladys Dixon is to be assistant in the central circulation department of the Carnegie library at Pittsburgh.

Vera Dixon has been made librarian of the Engineering schools of Columbia university.

Jeanne Johnson returns to the Tacoma public library as first assistant in the cataloging and reference departments.

Ida W. Lentilhon is under appointment as first assistant in the Queens Borough system in the fall.

Emma Rood returns to the Public library of Omaha as head of the circulating department.

Myrtle I. Roy is to take the position of assistant in the Public library of Summit N. J., in the fall.

Mary F. Stebbins goes to the children's department of the Cleveland public library on September first.

Alice M. Sterling is to be an assistant in the cataloging department of the Cincinnati public library.

Nancy I. Thompson goes to the Brooklyn public library on September first as children's librarian.

Norma S. Wright has been appointed assistant in the cataloging department and children's room of the Hartford, (Conn.) public library.

Seven members of the class will do substitute work during July and August.

Louise Merrill, class of 1902, has been for some years at the Boston Athenaeum library but has accepted a position in the Massachusetts State library.

Mrs Frances Rathbone Coe, class of 1903, who has been at Simmons college for the past year, is to have charge of re-classifying and re-cataloging the public library of Somerville, Mass., in the fall.

Bertha K. Krauss, class of 1911, has been appointed assistant in the State library at Columbus, Ohio, where she began work June 1.

JOSEPHINE A. RATHBONE,
Vice-Director.

Simmons college

There were 33 young women received the degree of S. B. from the Library department class of 1912. Dr Herbert Putnam was the commencement orator.

The usual summer library class will be held this year from July 9 to Aug. 17. A general course is given. Miss Robbins will give the instruction in cataloging, decimal classification, and in certain subjects in library economy. Florence T. Blunt, of the Haverhill (Mass.) public library will be in charge of the reference class, and will also carry some of the work in library economy. There will be added lectures by specialists, and visits to typical libraries in the vicinity of Boston. The fee for the entire course is \$20.00.

Membership in the class is limited to those holding library appointments.

MARY E. ROBBINS.

Syracuse university

The Syracuse university library school offers this year for the first time a one year as well as a two years' technical library course. In order to encourage as much academic study as possible before beginning technical training five courses or combinations have been arranged as follows:

A. A two years' technical course for academic graduates of colleges of approved standing leading to the degree of bachelor of library science.

B. Same entrance requirements as for A followed by one year technical course leading to the degree of bachelor of library economy after six months of practice in an approved library and the presentation of a satisfactory original thesis on some technical subject.

B 2. A four years' combined academic and technical course leading to the degree of bachelor of library economy.

C 1. A three years' certificate course consisting of two years of academic study followed by one year of technical training.

C 2. A two years' technical certificate course.

For courses B 2, C 1 and C 2, the same credentials as are required for matriculation in the college of liberal arts must be presented. In course C 2, candidates

must also pass satisfactorily an examination in General information. In courses B 2 and C 1 credit will be given for academic studies pursued in other colleges of approved standing.

The school year ended June 13, 1912. There were 5 graduates with B. L. E. and two with certificates for two years' technical course.

MARY J. SIBLEY.
Director.

Western Reserve university

This month the school welcomed as a visitor Sec. Utley, who spoke on the aims of the American library association, urging the students to join the association.

Mary E. Downey, library organizer for Ohio, also visited the school on the same day and spoke briefly on the commission work of the state.

Commencement week at the Western Reserve university this year began Monday, June 10. On this day the annual luncheon to the alumni and class of 1912 was given by the faculty in the rooms of the school. After the luncheon informal speeches were made by the President, the Dean, Mrs Hobart, '06, representing the alumni, and Miss Haven, president of the class of '12 with Miss Smith as the toastmistress. In closing Miss Smith, acting-director, spoke briefly of the year's work and expressed her sincere appreciation of the support given her by the faculty and alumni. The certificates were presented to the graduating class at the general university commencement held Thursday, June 13. Examinations for entrance were given June 14 and 15. All alumni will be glad to hear that Miss Whittlesey has returned home much improved in health and will be at her desk the beginning of the school year in September.

Alumni notes

Mabel Vogely, '10 was appointed an assistant in the Ft. Wayne public library.

Marie McCambridge, '10, assistant in the Rueben McMillan free library of Youngstown, has been appointed the librarian of the South Side branch of that library.

Annabel Learned, '11, has been appointed librarian of the Public library of Clyde, O.

Eva Morris, '12, has been appointed assistant curator of School gardens of Cleveland.

Ruth M. Tiffany, '12 has been appointed an assistant in the library of the Western Reserve Historical society of Cleveland.

BESSIE SARGEANT SMITH,
Acting Director.

Maine

A library class free to any library worker in the state will be conducted by the Main library commission at the State library, Augusta, August 6 to 23. Instruction will be given by Mrs Belle Holcomb Johnson. Address, Mrs Kate C. Estabrooke, Orono, Maine, chairman Maine library commission.

Advertising Exhibits by Libraries

At the recent National Advertising convention held at Dallas, Texas, the display of the libraries created quite a distinct interest.

There were over 50 libraries made exhibitions by publications, pamphlets and posters. The principal libraries exhibiting were: Newark free public library, Providence, R. I., Pratt institute free library, Detroit, Olean, N. Y., St. Joseph, Mo., Carnegie library of Pittsburg, Cincinnati public library, Waxahachie, Tex., Houston, Tex., Missouri library commission, Carthage, Mo., Chicago, Rockford, Ill., Minneapolis, Minn., St. Louis, Grand Rapids, Mich., Denver, Syracuse, N. Y., and Binghamton.

News From the Field East

Mary C. Richardson, N. Y., '10-'11, has been appointed instructor in library administration and organization in the various summer schools to be held in Maine.

The thirty-ninth annual report of the Somerville (Mass.) public library records the crowded condition of the building, though later advice assures the erection of a new building shortly.

Any reasonable number of books of non-fiction may be drawn; books may be renewed by telephone, by mail or in person. An annotated list of the most used novels has been issued. A catalog of the music collection owned by the library has been issued. A well-considered scheme for graded service has been adopted.

Additions to the library, 6,917v.: total volumes, 103,866; estimated circulation of deposits, 162,133v.; actual counted circulation, 367,873; total number of volumes circulated, 530,006. Expenditures, for books, \$10,688; services, \$11,289; other expenses, \$5,812.

The thirty-fourth annual report of the Public library of Providence, is a record of a year of successful operations. The number of books on the shelves for the year, 157,200v.; 12,331 borrowers; circulation 226,474v.

The circulation in the central building was slightly less but each of the branches showed a notable increase.

The library has 10,566v. of foreign literature, distributed through 17 different languages besides English. From these 11,708v. were circulated.

Over 100 classes visited the library with their teachers during the year for talks from the children's librarian.

The library's greatest need is extension of the building to relieve the congested conditions of all departments. It is also in need of several branches in different sections of the city.

A gift of \$10,000 in securities for the use of the children's library came from

the late Nichols Sheldon. The gift was received during Mr. Sheldon's lifetime.

Central Atlantic

The public library of Norristown, Pa., celebrated its one hundred and eighteenth anniversary May 22. It was organized in 1794 and was incorporated two years later.

Peter A. D. Widener of Philadelphia has offered to build a wing to the Harvard library in which to house the collection of rare books presented to the library by his son, Harry Elkins Widener. Mr. Widener's son was lost in the Titanic disaster.

The report of the public library of Montclair, N. J., for 1911 records 29,493v. on the shelves; 10,110 card users; circulation of 145,778v., an increase of 11,129v. over the previous year. The circulation is unusually large in proportion to the population, averaging 15 books borrowed each day for the year and the circulation of each book in the library five times.

Views and plans of New York City, a loan collection comprising a carefully selected collection of the most important and interesting prints, including many of great rarity, will be on exhibition in the print room at the New York public library until October 1. The exhibition furnishes a most unusual opportunity to study in pictures the development of Manhattan Island from 1630 to the end of the Civil war.

The breaking of ground for the Central building of the Brooklyn public library on Wednesday, June 5 was made the occasion of ceremony. A number of prominent citizens took part in the exercises, among whom were: Hon David A. Boody, Mayor William J. Gaynor, New York City, Hon Alfred E. Steers, president of the Borough of Brooklyn, Rev. N. D. Willis, Rev. Nathan Krass, Rev. James M. Farrar and the Rt. Rev. Monsignor Edward W. McCarty.

The branch library of Upper Montclair has found it necessary to move to larger quarters. A memorial collection of books was presented by friends of the late Miss Smith, former librarian. Much co-operative work with the schools is carried on. Graded lists of required and supplementary reading for the school, were prepared co-operatively by the school and the library. Collections of books are loaned to schools and teachers of summer playgrounds.

Central

Oberlin college (Ohio) has received an anonymous gift of \$10,000 to be devoted to the library endowment.

The annual report of the Public library of Centralia, Ill., records a circulation of 22,455v.; 6,535v. on the shelves; 1,355 card holders.

Amy Allen, N. Y., '12, has been appointed assistant in the cataloging department of the Cleveland public library.

Mrs Frederick W. Potter, N. Y., '12, has been appointed instructor in the Wisconsin library school.

Ruby Charlton, N. Y., '11-'12, has been appointed assistant in the Cleveland public library.

Elizabeth H. Thompson, N. Y., '11-'12, has been engaged as special cataloger for the Public library at Bay City, Mich.

Irving R. Bundy, N. Y., '11-'12, has been appointed librarian of the Free public library of Leavenworth, Kansas.

D. Ashley Hooker, N. Y., '12, has been temporarily engaged by the John Crerar library of Chicago as assistant reference librarian.

The annual report of the public library of Freeport, Illinois records the number of books, 30,288; number of books loaned, 64,426; number of new readers registered, 459.

The Minneapolis public library is arranging sets of 40 travel and educa-

tional post cards to be issued to the patrons, the same as books.

Alice S. Cole, cataloger for the past two years in the library of the Western Reserve historical society, has resigned her position to be married. Alta B. Claflin, Pratt '03, has been appointed to the vacancy.

A collection of photographs representing the places described in Scott's novels and poems was on exhibition in the Indianapolis public library the last two weeks in May. The collection was loaned through the courtesy of Mr C. S. Olcott, formerly of Indianapolis, now with Houghton Mifflin Company.

Esther Straus, for many years the head of the children's department of the Cincinnati public library, has resigned her position and will be married in the summer to Professor Henry Englander, who has the chair of biblical literature in the Hebrew Union college of Cincinnati.

The seventeenth annual report of the John Crerar library (1911) records a year of growth in the library and increased use of it by the public. The library now contains 286,829v., 3,059 maps and plates, and some 88,600 pamphlets. It receives currently, 3,426 periodicals and 9,587 other serial publications. There was a recorded use of 477,000 books and periodicals by 143,858 persons.

The annual report of the Western Reserve historical society announces 2,000 duplicates ready for exchange, among them some valuable publications. The library has recently received two large gifts of about 400 titles each, including a very fine collection on the history of costume, a collection of rare and expensive publications.

The ninth annual report of the public library of Joplin, Missouri records a circulation of 70,425, an increase of 5,883 over last year. Total number of volumes on the shelves 21,923, acces-